

I. INTRODUCTION

A. Background of the Problem

In learning English, learners should have motivation. By motivation, the learners have a participation in learning English. Learners will be interested in subject matter that will be discussed on teaching-learning process. Motivation is important in getting students to engage in learning English. Motivation is a critical component of learning. Motivation is the energy that drives the whole process, without it, learners will feel like swimming against the current, and learners will give up eventually (Mylanguage, 2011). Motivation can help learners set goals and achieve them. It means that by motivation, learners will get the goal in learning English.

In fact, most of English teachers in Indonesia usually give opinions that the students fail in the learning English, because of the lowest students' competence of vocabulary. It is supported by (Murcia, 1987:253) that students often claim that their primary problem in acquiring English is lack of vocabulary.

As the writer knows when the writer saw the teaching-learning process of SMPN 19 BANDAR LAMPUNG in the pre research, the writer found that the students did not involve in teaching-learning process. Not all of the students

did not involve in teaching-learning process, but most of the students. They did not have interest to learn English. It seems that; English is the difficult and boring thing to learn. This situation appeared because they felt uninterested in learning English and there was no fun in learning English. Their English teacher taught English in a stiff way. It made students were not enthusiastic in learning English. So the students' motivation became low in learning English especially in learning vocabulary. This situation made the students lack of vocabulary.

When the teaching-learning process started, for example in teaching adjective of feeling, the writer found that most of students did not understand the vocabulary and did not focus on learning process. It was difficult for students to keep in mind that they actually have learnt from a list of words, they forgot them soon. When learning a language, the important point that learners should get is the learners can use and understand the language in communication. It is supported by Allen (1983:1) that the need for vocabulary is one point on which teachers and students agree. These statements imply that learning English cannot be separated from learning its vocabulary. The students should have an interest to learn vocabulary and to keep on focusing what they have got. So, motivation is also one of the important points that must be considered by the students in learning English especially in learning vocabulary. Because if the students have a good motivation in learning vocabulary it would be easier for them to keep in mind the words. This was supported by George (2011). He said that there is relation between learning vocabulary and motivation. Because if we want to learn a language, we need motivation to

focus, to keep going when noting seems to be going in, and to learn grammar and vocabulary. So, motivation is an essential thing in learning English especially in learning vocabulary.

To overcome the situation that makes the students' motivation in learning vocabulary becomes low; the teachers should know what students' want, which is for motivating students in learning English especially in learning vocabulary. If the teacher realizes what students' demand, it will make the students interested in learning English. Students' motivation is particularly important in the classroom. This is supported by Oxford and Shearin (1994) indicate that optimal teaching demands that teachers understand why their students are studying a language and how proficient the students want to become.

In relation to the statement above, teacher should find the ways or techniques of presenting the available material in the class that suppose to keep the students' motivation in learning English especially in learning vocabulary. Sometimes, teachers teach vocabulary the same as they teach the other skills or aspects such as structure, speaking, listening, reading, or writing. As stated by Wilkin (1983:14), teachers have to find out any technique that is relevant to the student's interest.

Based on the statement above, the writer would apply Flashcards in learning vocabulary, because it seemed that Flashcards could motivate the students to learn the language. The writer believed that flashcards could motivate students in learning vocabulary, because the writer asked the English teacher of SMPN

19 BANDAR LAMPUNG whether Flashcards have been already applied in learning English or not, especially to improve the students' motivation in learning vocabulary. The English teacher said that flashcards was rarely applied in learning vocabulary. In addition, Martogi's research (1997:29) proved that flashcard can be an interesting technique both for the students and the teacher. This made the students enjoy the learning activity.

Flashcard is one of the aids that contains vocabulary or word so it is easy for students to learn vocabulary. In relation to this, Lado (1983) says that flashcards can be very helpful in teaching and studying the language. And Rakoczy (2010) says that the use of flashcards is a wonderful tool for all people not just children. It means that by using flashcards, the teachers help their students to transfer their knowledge in practicing their vocabulary. It is assumed that if the students have been already motivated in learning vocabulary, they will like and enjoy learning English. Therefore, if they enjoy learning vocabulary, it will be easy for them to express themselves when they communicate with other people.

In this research, the writer wanted to find out whether Flashcards can motivate the students in learning vocabulary or not. The writer was interested in knowing whether flashcards can be an alternative solution to motivate the students in learning vocabulary or not. Hopefully, the students' attitude in learning vocabulary can change to be more interactive.

B. Formulation of the Problem

Referring to the background above, the writer formulated the research problem was as follow:

“Can flashcards improve students’ motivation in learning vocabulary?”

C. Objective of the Research

The objective of the research was to find out whether flashcards can improve students’ motivation in learning vocabulary.

D. Uses of the Research

The research was expected to give to the following benefits:

1. Theoretically, the result of the research may contribute useful information to the English teachers in teaching vocabulary through flashcards.
2. Practically, the result of the research can help the English teachers in choosing the alternative technique in teaching vocabulary that can motivate the students.

E. Scope of the Research

This research was quantitative research. The research was conducted at the first year students of SMPN 19 Bandar Lampung. It only focused on the improvement of students’ motivation in learning vocabulary through flashcards. The writer only measured the students’ score of motivation, not students’ achievement in learning vocabulary through flashcards. The subject

of this research was one class as the experimental class. The treatment was given in three times in which the experimental class followed the teaching-learning process through flashcards. Moreover, the writer evaluated the improvement of students' motivation in learning vocabulary in order to see whether there was any improvement of students' motivation by giving the class pretest and posttest. The class got material and evaluation based on curriculum based competency. To measure the improvement of students' motivation, the writer used questionnaire. The writer calculated the mean score of students' motivation before and after the treatment because the writer wanted to know whether there was a change of students' motivation after the treatment in order to know whether the technique could be used to improve students' motivation in learning process. To see the effectiveness of Flashcards in improving students' motivation in learning vocabulary, an experimental group pre-test post test design was applied by using T-Test. If there is improvement of students' motivation in learning vocabulary, it means that Flashcards can improve students' motivation in learning vocabulary. While if there is no improvement of students' motivation in learning vocabulary, it means that Flashcards cannot improve students' motivation in learning vocabulary.

F. Definition of Terms

There were some terms that were used in this research and to make it clearly, some definitions of terms were presented as follow:

1. *Vocabulary*

According to Hornby (1984:4), vocabulary is a building block to build the language. Referring the statements that, it can be inferred that vocabulary is important factor of learning language. Because if we have many vocabularies of language, we can also practice the language in our daily life. Fries in Sri Winarny (1993) states that vocabulary is the essential area of language learning. Because of that, the students should learn the English words very well. So they can master the language. If we do not have vocabulary so we cannot say anything.

2. *Flashcards* is one of the aids that contain vocabulary or word so it makes the students is easy to learn vocabulary.

3. *Motivating* is changing the students' attitude or behavior toward their teaching vocabulary to be more interest and interactive. While motivation is an inner power reinforcing someone to do something (Oxford& Shearin, 1994:12).