

CHAPTER I

INTRODUCTION

This chapter presented the research background, research problem, delimitation of the research, formulation of the problem, objective of the research, and significance of the research.

1.1. Research Background

Vocabulary is a linguistic aspect that is essential for effective communication. It is fundamental in forming sentences and expressing thoughts and meanings, as well as a necessary component of language communication (Bai, 2018:850). Students can improve their English skills by expanding their vocabulary. To attain these objectives while learning English in the classroom, students have to be competent to master vocabulary. As a result, vocabulary is an essential foundational component of language.

The vocabulary is categorized into a few groups, one of which is the noun. Muchtar (2017:541) explains a noun as the name of an individual, object, location, or concept. Nouns are categorized in various ways, one of which is Common Nouns. Sari (2022:11) explains a common noun as a generic name for an individual, location, or object within a class or group. Unlike proper nouns, common nouns do not have capital letters unless they start a sentence or are used in the title. They are considered common because they apply equally to everyone in the class. Examples include women, states, animals, and so forth. Looking at the types of nouns that are general, mastery of Vocabulary is very necessary.

Although vocabulary is vital for English language abilities, many students struggle to master it. Many students struggle to articulate and explain concepts in English due to lacking the necessary vocabulary (Sari, 2022:3). Students may need help mastering vocabulary due to difficult and uninteresting instructional techniques. According to Satriawan (2019:2), students need more motivation to learn English vocabulary since they find it boring to memorize vocabulary. This leads to a tendency for students to stop developing their foreign language skills, especially English.

Direct Vocabulary Instruction is a common learning strategy. Usman (2022:11) explains that direct instruction is a method of teaching students basic skills and knowledge sequentially. This method of teaching can drive students to actively learn by comprehending and finding topics, allowing them to relate theory to abilities. Direct instruction must also be linked directly to the target language, without translating into the first language (Nurbaya, 2019:3). As a result, direct instruction can be regarded as an effective learning approach since it does not get interrupted by the first language.

Teachers may enhance direct education with supplementary resources, such as flashcards. Flashcards are basic visuals on a single piece of card or paper that educators can use to easily teach words. According to Herlina (2017:117-118), flashcards are visual symbols, figures, and ideas presented in the form of words and images. Flash cards also serve as a motivating medium that may be used to group competing students in developing English vocabulary, assisting students in recalling the meanings. Satriawan (2019:7) suggests that flashcards can assist

students enhance their vocabulary. This flashcard media can help students expand their vocabulary while also assisting them in mastering their understanding of the English language.

Improving English vocabulary using direct vocabulary instruction through flashcards has been proven effective. According to Bechtolt et al. (2014:2013), the findings of this study and intervention method were helpful and subsequently implemented by the classroom teacher of the participating preschool, and could be applied by others in the school. Fraher et al. (2019:42-43) explained that Direct Instruction flashcards were a successful intervention for the research participant. This study just included Kyle (a boy) as a research subject. His capability to find sight words improved significantly, as did his reading speed. Kyle's mastery and fluency of sight words helped him in several of his classes since he was able to decode and comprehend higher-level literature, based on his classroom teacher. It could be stated that Direct Vocabulary Instruction with Flashcards may assist with enhanced English vocabulary.

Students in eighth-grade at MTs Muslimat NU Palangka Raya continue to struggle with language mastery. This is evidenced by the average result of their language knowledge when the researcher observed and conducted PLP II at MTs Muslimat NU. The researcher gave basic vocabulary information for everyday use, such as common nouns. Almost 80% of the students still do not understand the meaning of these basic vocabulary words. This suggests that eighth-grade students at MTs Muslimat NU continue to have low language mastery. According to Arends (in Shoimin, 2014:64), the learning model facilitates students' acquisition of

organized logical and procedural skills, which can be presented in a step-by-step activity pattern. This is in line with how the direct instruction method works. This is because the direct instruction method is done sequentially which means that learning activities will consist of step-by-step patterns. In addition, combining direct instruction methods and flashcards can also help students' effectiveness in vocabulary mastery because Direct Instruction through flashcards can help students master their vocabulary.

Referring to the phenomena found and previous related research above, this research aims to find out whether there was an effect of using Direct Vocabulary Instruction through flashcard media on the students' vocabulary mastery at eighth-grade students of MTs MUSLIMAT NU Palangka Raya. Therefore, the researcher was interested in conducting the research entitled **“The Effect of Using Direct Vocabulary Instruction through Flashcard Media on Students' Vocabulary Mastery at Eighth-Grade Students of MTs MUSLIMAT NU Palangka Raya”**.

1.2. Research Problem

Based on the background stated above, the research problem is formulated as “Is there any significant effect of using direct vocabulary instruction through flashcard media on students' vocabulary mastery at Eighth-grade students of MTs Muslimat NU Palangka Raya?”

1.3. Delimitation of The Research

The scope of the research is going to be limited to finding out the effect of using direct instruction through flashcard media on students' vocabulary mastery at MTs Muslimat NU Palangka Raya. The vocabulary class is limited to common nouns. Common nouns can mean any object that is general in nature, such as people, animals, objects, and others. Sari (2022:11) stated that a common noun is a generic name for an object, location individual, within a class or group. In this research, the common nouns inspired by the 8th grade English textbook “Chapter VI My Uncle is ZooKeeper” which is the name of generic objects or common nouns about the zoo.

1.4. Objective of The Research

Based on the formulation of the problem above, the objectives of the research conducted by this researcher are as follows:

To know the effect of using direct vocabulary instruction through flashcard media on students' vocabulary mastery at Eighth-grade students of MTs MUSLIMAT NU Palangka Raya

1.5. Significance of The Research

The research significances of this research are seen from two aspects, namely theory and practices.

1. Theoretically

The result of the research is intended to provide evidence of the effectiveness of using direct vocabulary instruction through flashcard media.

By observing how formal elements interact and create effects in vocabulary, researchers can formulate richer and deeper theoretical insights.

2. Practically

a. For Students

This research hopefully gives an effect on students' vocabulary mastery through the use of direct vocabulary instruction and flashcard media. So, it makes students more interested and they can accept a lot of vocabulary in learning English.

b. For Teacher

Through the use of direct vocabulary instruction and flashcard media, English teachers are expected to be able to develop vocabulary learning methods and media that are more creative and interesting in learning English vocabulary for students. So that students can increase their basic English vocabulary and feel interested in learning English.

c. For Other Researchers

This research hopefully provides researchers with an overview of the effect of using direct instructions and flashcard media and is expected to provide useful references for researchers who are interested in implementing the use of flashcard media and direct vocabulary teaching on students' vocabulary mastery.

1.6. Definition of Key Terms

Key terminology is defined to ensure an accurate understanding of the research issue. The key terms used in this research were Direct Vocabulary Instruction, Vocabulary Mastery, and Flashcards. Furthermore, the researcher must provide a clear operational definition of the important terminology employed to avoid readers misunderstanding and confusion when interpreting this research. Moreover, the definitions of the main terms are meant to clarify the understanding of this research and to limit the terms used in the research. The key terms used in this research are defined simply and concisely as follows:

1.6.1 Direct Vocabulary Instruction

Direct means directly. This research uses the Direct Vocabulary Instruction method, where this learning method or approach can help students learn basic skills about English vocabulary and obtain information directly which can be taught step by step.

1.6.2 Vocabulary Mastery

Vocabulary mastery is operationally defined as the ability of the eighth-grade students of MTs Muslimat NU Palangka Raya, especially at grade VIII-D in the academic year 2024/2025 in mastering vocabulary in the form of common noun. Vocabulary is words as units that were part of language patterns. Vocabulary is a set of words that are used to communicate in the language (Sari, 2022:7)

1.6.3 Flashcard

Flashcard is a card containing images and phrases that teachers utilise to impart learning content to students (Dayanti, 2022:10). In this study, Flashcards are used as additional media in the Direct Instruction method that will be taught to students. The methods and media used in learning can help students not to feel bored and to make learning more expressive and fun.

1.7. Assumption

This research was conducted by considering the use of direct vocabulary instruction through flashcard media could improve students' vocabulary in eighth-grade students of MTs MUSLIMAT NU Palangka Raya with the following assumptions:

1. Students have learned vocabulary about common nouns.
2. The material can be obtained easily from various sources or students' textbooks.

1.8. Hypothesis

Based on the statement of the problem, the hypothesis of this research can be formulated as follows:

1. (H₀): There is no effect of using direct vocabulary instruction through flashcard media on students' vocabulary mastery at the eighth-grade students of MTs MUSLIMAT NU Palangka Raya.

2. (H₁): There is an effect of using direct vocabulary instruction through flashcard media on students' vocabulary mastery at the eighth-grade students of MTs MUSLIMAT NU Palangka Raya.