

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Language skill becomes one of the needs for future generation. By learning international language in particular level, anyone can take benefit globalization circumstances. Learning English would be essential as there are challenges of global competition one side, and there are negative impact of social inequalities in the economic, educational and social fields in the midst of Indonesian society (Gischa, 2017). Language skill becomes social capital especially for the student to make positive competition from their process of maturation, their individual or social aspect of life.

When an elementary student has good proficiency on international language, one can travel around the world. It is not only about borderless mobility, but also has chance to enter into the gate of knowledge. A student can indirectly get some wider ideas when reading a book, as this at least becomes bottom point of learning. Reading a book also include learning how to communicate its idea as there are also possibility that this idea then become the reader's idea.

English language learning is the theme for a fun event being carried out as some fun features such as drawing, story telling, spelling bee, and drawing (Cool 'n Smart (C'nS), 2024. <https://surabaya.kompas.com/read/2012/11/12/14514459/~Edukasi~PanduanStudi>

) . A student can develop the skills in English speaking, constitute benefit that can be used in the future. English speaking also ignites the student's responsive toward many surrounding circumstances, especially makes the student in wider thought in viewing the differences compared with the student with one native Indonesian language. A student who can speak more than one language, as they learn international languages, can communicate their message when they go to another country. In speaking, the students need to master vocabulary.

From the view of the teacher, it is necessary to arrange the precise English teaching method therefore the purpose of the class can be obtained. English teachers must be able to select instructional materials such as books, journals, audio video tape recorders and cassettes, self-access and computerized language instruction to facilitate language learning so that the students can achieve effective language learning (Richards, 2001:230). Different background of the student must be responded with method that assure the information is delivered in the proper way.

English as International Language emerge in process of globalization (Dewi, Anita, 2012: page 2). When there are no boundary between nations; the process of economy, and politic engaged in the process of the role English in the dissemination of information. English language play the role to make network of relationship.

English language becomes universal as it can make connection to people from different countries in the world. People can interact and communicate although they are from different background. People can also understand

information from other countries. Learning English language for student therefore contains a lot of benefit in connection or make social network.

Teaching students can be delivered by some method, such as role play, using flash card, although practically all this methods are mixed together. Dorathy, A. Anne & S.N. Mahalakshmi. (2011: page 3) proposes using role play as a method to teach vocabulary because it has feature to liberate. As one of teaching method that engage the activeness of participant in the class, it can liberate because the participant has opportunity to be free to express their role. Even for shy learners, this method provides particular mask therefore participant can engage their emotion in doing role play.

This research explored using flash cards to teach vocabulary. The researcher was interested to explore vocabulary because vocabulary becomes the basic for English skills such as speaking, reading, writing. Flash cards is a method which gives fun to the students.

According to Komachali, Maryam Eslahcar and Khodareza, Mohammadreza (2012, page 137); flash cards is really a worthwhile learning experience for both the students and the teacher. This method be the most interesting one for the students. In doing flash cards, student act to be one character and particular circumstances. Utilizing the technique, peer learning also encourage and sharing of responsibility between the teacher and the students in learning process take place. It also be stated about benefit for shy learners who can get a mask where they are liberated to do conversation with others. That is why the writer tried to use flash cards technique to teach speaking English. It is

hope that the teaching learning English using flash cards will be interesting for the students and it can be more success so that the teaching learning process will run well.

Why the research becomes interesting because the object of the research is uncommon that is house of shelter. We call this house of shelter as house of shelter Happy Day, which is place for the students and in the wider scope as place for citizen (semarang city, central Java, Indonesia) for learning. English as international language become one the prominent subject of learning.

Language skill especially English language become important in facing globalization either in positive or negative view. English international language can be used for developing education for students in Indonesia. Teaching English as international language then becomes necessity as participant can be liberated in the sense of distance, even as personal type of shy learners who then can be taught to wide their view as they can connect wider world. As explained at the background of the study, this thesis tries to answer the questions how the implementation of teaching speaking by using flash cards is. And how the students 'responses toward the use of flash cards in the process of speaking. The purposes of the study are to describe the implementation of teaching speaking by using flash cards, and to describe the student's responses of the use of flash cards in the process of speaking.

The definition of house of shelter or house of shelter, which was used as place of the study, is establishment of a shelter for empowering street children gathered in a place called a Shelter House (Firman, 2018: page 4). House of

Shelter “Happy Day”, in these inquiry, consists of children who have little background of English speaking in their family, therefore it becomes action of social empowerment. Teaching English language to the common Indonesian children who has little knowledge about English language, as English has never been their language mother; might enlarge their horizon to see the world.

Social empowerment in House of Shelter become interesting topic, as there are remain little resource about it. A study about social empowerment was conducted by Amal, Bakhrul Khair (2003; page 1) who emphasizes how important of house of shelter to solve social problem. Fixing the problem of house of shelter, especially the street children, can be an anticipation of continued problem in our social sphere.

As an evidence how important the issue of house of shelter is the survive of children in the mids of harsh life of of Kampung Rambutan Terminal, East Jakarta (Ravel, Stanly, and Rastika, Icha. 2018: downloaded from <https://megapolitan.kompas.com/read/2018/06/21/17181181/rumah-singgah-anak-jalanan-di-tengah-kerasnya-kehidupan-terminal>. There is a stopover for children who usually earn a living there. It is located at the intercity and inter provincial (AKAP) bus exit, or near the electricity substation. This house of shelter was created to provide protection and education for these children.

English language learning can be delivered in creative ways as be carried out as some fun features. Teaching children in House of Shelter or house of shelter can have strong importance on fixing social problem as part of empowerment’s actions. Based on the problem mentioned above, the title of the

research is *Using flash cards to Teach Vocabulary For Students of House of Shelter "Happy Day"*.

## **1.2 Statement of The Problems**

The problem statements of the research are as follows:

1. How is the procedure of teaching vocabulary using flash cards in house of shelter "Happy Day"?
2. How is the students' response in learning vocabulary with flash cards?

## **1.3 Objectives of The Study**

The objectives of the study are:

1. To describe the procedure of teaching vocabulary using flash cards in house of shelter "Happy Day".
2. To describe the students' response in learning vocabulary with flash cards.

## **1.4 Scope of The Study**

The scope of the research is utilization of flash cards and teaching vocabularies. Flash cards is used in teaching English language to the Indonesian students in house of shelter "Happy Day". Teaching vocabularies to the students, especially the daily verbs that contained the empowering social values as the fundamental point of method is 2 ways communications happened between students and the teacher (teachers).

## **1.5 Significance of The Study**

The signification as the study are:

**1.5.1 Theory :** the study can be helpful in developing the method of English teaching in developing country.

**1.5.2 Social** : the study can fill the gap of what formal school can not implement, such as give social empowerment toward citizens.

## **1.6 Method of The Study**

The design of the study is qualitative descriptive, with addition quantitative data as supported analysis data. The place of study is house of shelter “Happy Day” located in Semarang Barat, consisting 9 students. The data collection using observation, and quantitative test (supported data).

## **1.7 Organization of The Paper**

The study is organized as follows:

Chapter I, Introduction, consists of Background to the Study, Statement of the Problem, Objectives of the Study, Scope of The Study, Method of the Study, Organization of the Paper.

Chapter II, Review of Literature, which consists of Previous Study, Teaching Vocabulary to Young Learners in Flash Cards Strategy

Chapter III, Research Design, Research Participants, Data Collection Methods, Data Analysis, and Examination Test

Chapter IV, Finding and Discussion.

Chapter V, Conclusion and Suggestion