CHAPTER I

INTRODUCTION

This chapter includes background of the study, statement of the problems, objectives of the study, scope of the study, significance of the study, and research report organization.

1.1 Background

Language is necessary for interlanguage communication and comprehension. It indicates that language is important. One of the languages that becomes an international or a global language that is spoken by people who have different backgrounds of cultures and languages is English. People need to learn and understand English in order to communicate more easily in this era of globalization. English is the maximum widely used language within the international. It is far the mother tongue of more than 320 million humans, and every other 2 hundred million use it as their second language (Victor 2021). Furthermore, English is a global language, which is also a language that is broadly taught and controlled by many evolved international locations within the world (Purwanti et al. 2018). Due to this, children who begin learning English at an early age significantly benefit, as they will expand their knowledge of English vocabulary and obtain valuable experience in enhancing their vocabulary development. According to Lei and Reynolds vocabulary knowledge is vital in second language (L2) learning (Lei and Reynolds 2022). Regarding the English language that currently becoming more and more essential on the global stage, Cerdas Berkarya Kindergarten

is an educational institution that teaches English to its students through local content. It is intended that students can begin studying English at a young age and preparing them to examine English inside the next stage. However, the researchers found that the introduction of English language in Cerdas Berkarya Kindergarten is not optimal. As proof, the researcher conducted pre – observed in Cerdas Berkarya Kindergarten and the result shows that the English achievement of students is still low, the students in Brebes Cerdas Berkarya Kindergarten only knew the numeric 1-10. A student in Brebes Cerdas Berkarya Kindergarten didn't know the other English vocabulary. It is clear that they have less English vocabulary mastery. Unfortunately, the media learning in Brebes Cerdas Berkarya Kindergarten is limited. Teachers in Brebes Cerdas Berkarya Kindergarten only used oral and repetition media in the English learning process. Based on the problems above, the researcher will implement new media that facilitate the student learning process. Teaching media is a tool that may be utilized by teacher to supply their substances to students within the coaching and getting to know process so that can reach a sure gaining knowledge of goal (Aulia 2018). The teacher's material substances can be supported by means of using media. Using media can encourage the students to study and might correctly provide an explanation for and illustrate the contents of a topic (Marwana 2021). The media that the researcher will use is a non-digital flashcard with the intention to enhance students' English vocabulary in Brebes Cerdas Berkarya kindergarten. Non-digital flashcards are cards with words and pictures drawn on them. Non-digital flashcards can assist students in comprehending the teacher's explanation and recognizing the main topics taught in class. As stated by Duke

and Moses, the most beneficial can be reading aloud books and different substances (including magazines or environmental print) which has some, but not too many, new words for kids. (Duke and Moses 2018). On the other hand, by means of using non-virtual flashcards the researcher the researcher can teach English in a variety of ways, including card games, questionnaires, puzzles, and so on. Xodabande stated except using available resources such as dictionaries and course books inside the classroom, various processes which includes using flashcards, getting to know from word lists, writing assignments, serious games, and fill-in-the-blanks activities make contributions appreciably to vocabulary mastering (Xodabande et al. 2022).

From the background study explained above, the researcher will focus on carrying out collaborative classroom action research to help the students enhance their English vocabulary in Brebes Cerdas Berkarya Kindergarten by using new teaching media, namely non-digital flashcards. The researcher made the decision to conduct this research because the researcher believes that enhancing English vocabulary is essential for young learners as a fundamental competence. Consequently, the researcher aims to do a research paper study titled **"Enhancing English Vocabulary in Local Content Using Non-Digital Flashcards for Students in Brebes Cerdas Berkarya Kindergarten."**

1.2 Statement of the Problems

1. How is the teaching of English vocabulary using non-digital flashcards in Brebes Cerdas Berkarya Kindergarten?

2. How are the students' perceptions of the implementation of non-digital flashcards in Brebes Cerdas Berkarya Kindergarten to learn English vocabulary?

3. How can non-digital flashcards effectively enhance the students' vocabulary development in Brebes Cerdas Berkarya Kindergarten?

1.3 The objectives of the Study

Based primarily on the statements of the problem above, the objective of this research consists of:

1. To find out how teaching English vocabulary using non-digital flashcards in Brebes Cerdas Berkarya Kindergarten.

2. To find out how the students' perceptions of the implementation of non-digital flashcards in Brebes Cerdas Berkarya Kindergarten to learn English vocabulary.

3. To find out how non-digital flashcards can effectively enhance the students' vocabulary development in Brebes Cerdas Berkarya Kindergarten.

1.4 Scope of the Study

The purpose of this study is to enhance English vocabulary for young learners, specifically students in Brebes Cerdas Berkarya Kindergarten, by employing non-

digital flashcards as a new teaching media. In Brebes Cerdas Berkarya Kindergarten, Students are divided into two groups: Class A and Class B. Class A has 37 students, while Class B has 34 students. The researcher exclusively collects data from the B class of Brebes Cerdas Berkarya Kindergarten in the academic year 2022-2023. The resources provided by the researcher to the students are just English vocabulary, specifically the names of colors and things.

1.5 Significance of the Study

It is possible that this research paper may give meaningful evidence to:

1. The teacher, hopes that this research paper will inspire the teachers in order to teach and introduce English vocabulary to young learners using media flashcards.

2. The students, through this research paper, the students may additionally be assisted to enhance their English vocabulary and enrich their enjoyment of studying English.

3. The researcher believes that this research paper may additionally improve knowledge about studying and teaching activities, which include techniques and media used in the classroom for students at the kindergarten level.

4. Forthcoming researcher, that this research paper might also expect will be capable of help other researchers conduct research papers in a similar realm and end up as a reference.

1.6 Organization of Research Report

This research report consists of several chapters. It is explained as follows:

Chapter I: This chapter contains an introduction, which covers the background of the study, a statement of the problems, the objectives of the study, the scope of the study, the significance of the study, and the organization of the research report.

Chapter II: This chapter contains a review of related literature that covers the previous study and the theoretical framework that will be needed by the researcher to analyze the data and interpret the results of the research.

Chapter III: This chapter contains research methods, which cover research design, research method, technique of data gathering, and technique of data analysis.

Chapter IV: This chapter contains findings and discussion, which cover the findings of the data analysis and discussion.

Chapter V: This chapter contains a conclusion and a suggestion, which cover the conclusion of the research findings and a suggestion for a forthcoming researcher.

Chapter V: This chapter contain conclusion and suggestion which covers the conclusion of the research findings and a suggestion for forthcoming researcher.