CHAPTER I
INTRODUCTION

1.1 Background of the Research

English is an international language, so people must learn it for good communication. Everyone should master the vocabulary, grammar and correct pronunciation to help the audience understand. Teaching English is to introduce the language used in communication and to make learners comprehend the material about English. Teaching English should start at an early age. Meisani explains that English has been included as an elective subject in elementary schools in Indonesia with the goals of introducing English as a global tool of communication and motivating young learners to learn a foreign language (Meisani, 2017). In short, teaching English plays a central role in the language acquisition of young learners.

Young learners refer to students between the ages of five and twelve. Dhiya defines adolescent learners as children from first grade (5 or 6 years old) to 11 or 12 years old (Lelawati et al., 2018). Learning English is vital for young learners because, first and foremost, it equips them with the knowledge they need to remain competitive and rapidly advance science and technology in the age of globalization. Young learners are active thinkers and learners (Juhana, 2014). During developmental stages, children accumulate knowledge through active interaction with the physical environment. According to this concept, teachers should help students gain diverse experiences so that they can accumulate knowledge through experiences. Teachers allow them to participate in various activities and let them learn with new experiences.

Secondly, young learners are in the best period of learning English as a foreign language, because they are in the golden period of learning. Sukarno explained that the English program in elementary schools equips students with golden-age English skills. The age at which children can easily learn anything (Sukarno, 2008). Overall, teaching English to young learners is a wise decision as

students are in their golden age. The students can learn everything easily. Their minds are still malleable at this time allow them to learn anything, even languages.

In teaching activities, curriculum plays an important role in guiding the implementation of teaching and the realization of learning objectives. In Curriculum 13 (K–13), English lessons were designated as local content at Elementary school. It does not take as one important subject that should be taught. Sepyanda states that some people believe that teaching the Indonesian language in elementary schools is more important than teaching English as a foreign language (Sepyanda, 2017). Zamzami adds in the K13 English classes were excluded because it was believed that learning Bahasa Indonesia as the first and national language for young learners in primary school was more important than English for Indonesian citizens (Zamzami, 2019). Also, many people think that young learners should learn English because it is an international language. Everyone in the world should learn it. In conclusion, elementary school students are in their prime, the ideal level to start introducing English as a foreign language. Therefore, schools must offer English language courses, albeit with local content.

As a local content subject, English is a subject whose implementation is dependent on the school's readiness, particularly in teacher resources, learning resources, and curriculum. Meisani states that as an effort to introduce English as a world language, in elementary schools, English lessons are not compulsory subjects but are included in the curriculum as local content. Children took them once a week (Meisani, 2017). Even though there was little time allotted for it, teaching English in elementary school is very effective for the students as they attend junior high school. It is brought on by the theories they learned in elementary school. Students in elementary school can easier to remember and memorize new things. In this case, English is a new thing for them, and vocabulary is a basic and essential part of learning English.

Vocabulary can be defined as an essential component in learning English. Lelawati explains that it is essential for everyone to learn a language to understand and improve their vocabulary because the more vocabulary we know the better we can understand the meaning of the words (Lelawati et al., 2018). Aminatun adds

vocabulary can be defined as an important part of learning English that students must master because it impacts their level of proficiency (Sari S. & Aminatun, 2021). In short, vocabulary is the basic language component of English for all learners English. The vocabulary contains words that can be used to form a sentence. The student's command of vocabulary will help their ability to create sentences to communicate.

Vocabulary is the basic component of the language that is helpful for communication. If the communicator may not have enough vocabulary, the conversation will not go well. Susanti & Wijaya defined that success in learning a foreign language is implied in terms of the ability to communicate in English (Ramadini & Halimah, 2019). As a result, Students should have sufficient vocabulary. Vocabulary combines four language skills: Speak, listen, read, write. Vocabulary plays an important role in understanding a concept in the process of learning a foreign language. Alqahtani argues that vocabulary knowledge is often considered an essential tool for second language learners because their limited vocabulary hinders communication (Alqahtani, 2015). To conclude, if someone masters vocabulary, they will give information to others without miscommunication.

Teaching vocabulary should be taught directly in classroom activities. Mastery of structure, spelling, and pronunciation will not be effective without mastery of vocabulary. Teaching vocabulary development in schools, is still a significant issue that has to be handled (Herlina, 2017). Purwaningsih adds that teaching English vocabulary to young learners teachers should not just give them a list of words to remember because that will make them feel uncomfortable learning new words (Purwaningsih et al., 2017). Therefore, teachers should know the factors in teaching, such as methods, strategies, techniques, and materials that can be used. There are so many media that can be used by the teacher in the classroom to increase student motivation.

Media can make learn activities more fun, effective and attract the attention of students. Depend on Permendikbud Nomor 22 Tahun 2016 the learning process in the educational unit is structured interactively, which is inspiring, fun and exciting, motivates students to actively participate and leaves

ample space for initiative, creativity and independence according to the students' talents, interests and physical and psychological development provide (Permendikbud, 2016). That is, the teacher gives the student space so that they can be more active in class and improve their English vocabulary.

English teachers must be creative in class management and in provide resources to help students easily understand and memorize new vocabulary in English. Teachers have to provide media to improve students' skills (Timumun, 2020). The media is one of the learning elements that create an interactive situation that takes place in class. For effective learning, teachers need to use media that is consistent with the lesson material, easy to find, and easy to use. Many several media can be used by the teacher in English class, like a blackboard, book, picture, etc. The teacher can employ any of these media to fulfill the needs and learning goals. And one media capable of support is visual media.

Visual media is media that depends only on sight. This media plays a very important role in teaching and learning. To be effective, it should be placed in a meaningful context and students must interact with the visuals to ensure the information process occurs. Mumtahabah defined visual media as media that only rely on the sense of sight, such as slides, pictures, charts, maps, diagrams, and others (Mumtahabah, 2014). Visual media is all tools used in the learning process that can only be seen both in two-dimensional form or three-dimensional to improve student understanding of the material being taught and strengthen the memory of the content of lesson content. Learning media can be used by teachers as a connecting tool to achieve messages in learning process activities.

On January 16, 2023, the researcher conducted observations at MI Miftahul Ulum Karangan. The teacher informed the researcher that initially teaching vocabulary mostly was focused on imitation, memorizing, and translating. With the method the students' seemed they did not enjoy the lesson. Then in the academic year of 2022/2023, the English teacher different methods by apply English Vocabulary Cards (EVC) as a media. This media aims to increase students' interest in learning vocabulary and stimulate their English learning vocabulary. It seems that it worth out the students more interested and finds it easier to remember new vocabulary when using this medium.

English Vocabulary Cards (EVC) is a type of media that uses a picture and word to teach students the meaning of the picture in English. This media is different with the word cards media. English Vocabulary Cards consist of several cards such as picture cards and word cards with several activities in the games. As described by (Fazriani et al., 2020) in the research explains that the word-cards is media that consist of word cards only and this media It is an exciting means of motivating students to communicate and promote their English study. Sartika adds that word cards is only word in the cards that used to enrich students' vocabulary, the word cards are portable, students can take them with them wherever they go, and they can view all the words on the word cards anytime, anywhere, and when they forget memorized vocabulary, they just need to open it check the cards (Patau, 2020). English Vocabulary Cards (EVC) not only used to memorized words, but also provides repetition of words that can help with memorization. The words stay in their minds longer than just memorizing a list of words. In addition, Word cards are also flexible because you can customize the words on the cards.

English Vocabulary Cards (EVC) can be used to improve vocabulary, practice word structure and order, and play a variety of games. It can also help students improve a variety of aspects, such as memory and independence. The previous research from (Rahma & Soengkono, 2021) explain that the aims of this research is to investigate what are the students' needs and teachers' needs for picture cards at ABA Pelangi Inclusive School. What are the appropriate vocabulary picture cards for kindergarten students and teachers in learning vocabulary? And how the students and teachers respond to English Vocabulary Picture Cards? In developing English Vocabulary Picture Cards, it is used Design-based research by Reeves and Amiel. The results show that English Vocabulary Picture Cards are valid materials and media and increase the students' motivation, concentration time-span while learning English and English acquisition, especially vocabulary.

In response to the previous research, it can be acknowledged that English Vocabulary Cards (EVC) can be used to make be conducive and fun class. Eye-catching, simple, nice, and colorful pictures are good media for young learners. It is related to elementary school students' characteristics as children who are

frequently interested in something with appealing shapes and colors. The use of technology and digital media are recommended in developing media for young learners as well. Then, in this recent research, the researcher found that in the academic year of 2022/2023 the English teacher used English Vocabulary Cards (EVC) as media in their class. This media are printed media that can be applied to the classroom condition and the students' conditions. So, the researcher was curious to analyze English Vocabulary Cards as a media used in the learning process at MI Miftahul Ulum. In this research, the researcher wants to do research titled **"An Analysis of English Vocabulary Cards (EVC) Applied in Teaching Vocabulary for Young Learners".** The researcher wants to know the process, challenges, and obstacles teacher's when teaching English vocabulary using in this medium.

1.2 Research Questions

Based on the background of the research described above, the problem of the research is as follows:

1. How does the EFL English teacher apply English Vocabulary Card (EVC) in teaching vocabulary for young learners?
2. What are the challenges and obstacles of EFL teacher in applying English Vocabulary Cards (EVC) for young learners?

1.3 The objective of the Research

Concerning the problem above, the objectives of this research are to find out:

1. To describe and analyze the process of teaching by using English Vocabulary Cards (EVC) for young learners.
2. To find out and analyze the challenges and obstacles faced by EFL teacher in applying English Vocabulary Cards (EVC) for young learners.

1.4 Significance of the Research

After conducting the research, the researcher hopes the outcome can be help for teacher who consider the proper medium to teach vocabulary to students, and

this research will benefit from learn English, especially for students vocabulary mastery. There are two kinds of benefits in this research as follows:

1.4.1 Theoretically Significance

The outcome of this research is to contribute a medium of vocabulary learning and as a reference in further research related to vocabulary learning.

1.4.2 Practically significance

The result of this research is expected to be as follows :

1. For the researcher, this research can add insight and direct experience about how to increase a child's vocabulary through English Vocabulary Cards (EVC).
2. For Teacher, this research activity is expected to motivate the teacher to use medium in teaching English vocabulary. Teacher can modify English Vocabulary Cards (EVC) that are better and more interesting so students do not get bored quickly.
3. For students, this research expected that students' vocabulary-related knowledge will be improved through this study. The researcher also hope that this study will help encourage students to take their vocabulary seriously.
4. For other teacher, the outcome can be use as reference on conducting English learning process in use English Vocabulary Cards (EVC) as a medium.

1.5 Scope and Limitation of the Research

1.6.1 Scope

The scope of this research is to analyzed teaching English vocabulary to the 4th grade of MI Miftahul Ulum Karangan. The researcher conducted observations and interviews.

1.6.2 Limitation

This subject in the research is limited to the English teacher when teaching English vocabulary by using English Vocabulary Cards (EVC) for young learners.

1.6 Definition of Key Terms

1.6.3 Vocabulary

A vocabulary is a set of words used to construct sentences to effectively communicate. English vocabulary is an essential part of speaking good English. If you want to speak English well and accurately, you must master English vocabulary or have a lot of English vocabulary memorized.

1.6.4 English Vocabulary Cards (EVC)

English Vocabulary Cards (EVC) is a type of visual media that uses a picture and words to teach students the meaning of the picture in English. They are very cheap because we can make them ourselves by printing a picture on a piece of paper, and we can make them whenever we need.

1.6.5 Young learners

Young learners are students around five to twelve years old and they study English as a second language. This age is the best level to start learn English. Young learners have different characteristics from old learners, which makes them have to be treated differently in learn the process. Teaching English for young learners should get an interesting thing that can motivate them to learn a new language.

1.6.6 Teaching vocabulary for young learners

Teaching English vocabulary for young learners is the foundation of teaching English. Students in elementary school who are 5 to 12 years old are considered young learners. In teaching vocabulary to young learners, the teacher can use several media to make the lesson as interesting as possible.