

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

English is one of the disciplines studied at school; English is given to students from the junior high school/MTS level to high school/MA and even higher levels. These indications that English as a subject has a somewhat important role, both the pattern of English education in shaping students to be of quality and its use in everyday life. Using English concepts and principles can help students study things holistically. Logically, creatively, and systematically.

One of the learning innovations is the use of learning media. Learning media is one of the means that can help teachers, especially English teachers, deliver the subject matter to students. The use of learning media is one of the crucial components of the learning process at school. According to Trianto (2007: 75), learning media are expected to provide benefits, including (1) the material presented has a more straightforward meaning for students; (2) more varied learning methods; (3) students are more active in various activities; (4) learning is more interesting; (5) overcome space limitations.

Based on observations made by the young learners of kampung Cerdas Rusunawa Pontianak, teachers use several types of print media: student worksheets and textbooks. During the observations, the teacher also hoped that the young learners would learn other media because the young learners of Kampung Cerdas Rusunawa Pontianak still use them little and cannot maximize the taught material. Therefore, the teacher suggested the development of using flashcards from scraps due to the limitations they have.

Using Scraps are media in the form of flashcards containing vocabulary packaged with exciting concepts. Through flashcard media using Scraps, it is also hoped that students will be more enthusiastic and not bored and Students are bored with participating in the learning process.

Therefore, using media from scraps makes them easier to understand with flashcards media from using scraps made as attractive as possible. Scraps are goods that are no longer used but can be reused. Scraps are materials for making flashcards and learning media. Not only that, but scrap goods are also widely used to make scraps that could save the world.

The main reason why we should use scrap is to protect the environment. Of course, by reusing products with their expiry date, we can significantly reduce the amount of waste in the area and not pollute the environment. Flashcards media from scraps is visual media used in using scraps. Scraps are goods that are no longer used but can be reused. Scraps are materials for making flashcard media. Not only that, but scrap is also widely used to make from scrapped things.

Using flashcards media from Scraps, teachers can combine sharing of writings and images into one package so that learning becomes more exciting and not boring for students. The researcher will know the young learner's level.

The visual learning media used by kampung Cerdas Rusunawa Pontianak is media based on poster media. From the interviews with English teachers at kampung Cerdas Rusunawa Pontianak, English teachers use media posters but rarely use them due to the limitations of media posters in Kampung Cerdas.

Generally, students experience boredom and lack of listening to the teacher's explanation during the learning process, so students do not understand what the teacher explains due to the lack of exciting learning media. Based on this background, the author researched "**Developing Learning Media Using Flashcard Media from Scraps to The Young Learners of Kampung Cerdas Rusunawa Pontianak.**"

## **B. Research Problems**

Based on the background stated, the general problem in this research is as follows:

1. How is the development of flashcard from scraps to teach young learners?
2. How is the feasibility of flashcard from scraps that has been made?

## **C. Research Purposes**

Based on the formulation of the problem, the purpose of this study is as follows:

1. To describe how is the development of flashcard from scraps to teach young learners.
2. To reveal the feasibility of flashcard from scraps that has been made.

## **D. Significance of the Research**

The significance expected in this research is as follows:

### **1. Theoretical Significance**

This research is expected to provide benefits regarding the design of exciting learning media to improve the learning process.

### **2. Practical Significance**

#### a. For the Researchers

The results of this study will be helpful as a reference for future researchers to help researchers solve the same problem by using other thesis and models.

#### b. For the Young Learners

- 1) Young learners get new experiences about learning English using flashcards from scraps
- 2) An alternative media that is expected to increase the young learner's motivation in the learning process to improve their ability to understand vocabulary material

#### c. For the English Teachers

- 1) Overcoming the shortcomings of existing learning media.

- 2) Provide variations in the learning process so that the presentation of the material is not monotonous.
  - 3) Improving the quality of Teaching by utilizing flashcards media from scraps to effectively and efficiently the learning process.
- d. For Kampung Cerdas Program
- 1) Adding a collection of learning media that can be used for the Kampung Cerdas Program.
  - 2) Can apply learning media with media flashcards from scraps that researcher has used to impact the student learning process at school. It becomes easier to understand.

## **E. Developed Product Specifications**

In the development of flashcards media from scraps in this study, sub-discussions of English learning media were presented, namely, relations and functions, which were developed to be quality learning media that can help students learn.

The product is flashcard media. There are two specifications, they are the guiding book specification of flashcard media and the physical form of flashcard

1. The guiding book specification of flashcard media
  - a. A 5-size paper;
  - b. Paperweight 70 grams;
  - c. Types of cartons paper;
  - d. Full-color in front of cover;
2. The physical form of a flashcard
  - a. Made of cardboard, plastic, and scraps colored;
  - b. Rectangular;
  - c. Measuring 8 x12 cm;
  - d. On the back taped, there are vocabulary types, vocabulary, how to read vocabulary, the meaning of vocabulary, and examples in sentences;
  - e. Learning media contains flashcards media from Scraps.

For all, flashcards media from scraps consists of 1) cover and 2) content (vocabulary, phonetics, and meaning vocabulary).

## **F. Scope of The Research**

This research was only conducted at the Kampung Cerdas Rusunawa Pontianak and that did not include other educational institutions. Then in this study, the Investigation was only carried out on learning English.

### **1. Research Variables**

A variable is an object, event, idea, feeling, and time that has patterns such as daily, weekly and monthly, which are pretty detailed with the following characteristics: start or stop periods, they must be periods or other categories that are trying to be measured. In this study, the researcher only focused on the young learners' participants who took part in the program. The researcher shows that the research variable is English Learning materials. Precisely for this study, it is only used as a single variable.

### **2. Research Terminology**

#### a. Media Development

Development is deepening, expanding, and perfecting existing knowledge, theories, actions, and products to become effective and efficient.

#### b. Research and Development Methods (Research and development/R&D)

The research and development methods referred to in this study are used to produce specific products using validity tests, practice tests, and effectiveness of these products and can be used for students' teaching and learning process.

#### c. Scraps Learning Media

Scraps are goods that are no longer used but can be reused. Scraps are materials for making flashcard media. Not only that, but scrap is also widely used to make from scrapped things.

Therefore, the selection of scraps. Scraps have several advantages when used in learning media compared to other used goods. Used goods have benefits when used in learning media compared to other used goods.

d. Flashcards media from scraps

Flashcards are a medium for creating scraps. Not only that but flashcards media from scraps are also widely used to create games, animated cartoons, and interactive multimedia applications such as product demos and interactive tutorials.

The choice of this program is because flashcards media from scraps has several advantages when used in learning media compared to media flashcards. Flashcards media from scraps has benefits when used in learning media compared to other media.

e. The Young Learners

Young learners is a term to refer to a group of people who are still at a very young age and are just learning about something. The young learners in this study will be focused on the participants of the kampung Cerdas Rusunawa, which elementary school-age dominated the young learner. So, the researcher will focus on the age at are 4-6 years old level. Therefore, the research will focus on intermediate young learners. The young learner is still unfamiliar with foreign languages at this age, so the researcher needs to adapt the media to their thinking skills. Young learners and their interests because, in general, they still love to play at that age.

f. The Kampung Cerdas Rusunawa Pontianak

Student learning at the Kampung Cerdas is a learning activity carried out at the Kampung Cerdas within the friend and can be regarded as a learning activity outside of school. When studying at the Kampung Cerdas, the young learner can learn from daily activities carried out by playing while teaching activities and these activities can be done at home or through social interaction activities. Learning at the

Kampung Cerdas is designed by the student of IKIP PGRI Pontianak who become an English teacher at Rusunawa Pontianak.