

CHAPTER I

INTRODUCTION

A. Research Background

English is an important language in today's globalized world. English as one of the most widely use spoken language all over the world, moreover English is the language that is often use in the field of civilization such as business, science, and technology. That is why English is important to be learn. English has been taught as a subject in school especially in Indonesia and it has standard competencies such as listening, speaking, reading, and writing. English is a crucial subject in school as it plays a significant role in communication and is spoken by a vast number of people worldwide. It is essential for students to learn English as it can provide them with an array of benefits, such as enhanced communication skills, greater academic opportunities, and a broader understanding of the world.

Related to the explanation above, vocabulary is a key component of English language instruction, and without it, students struggle to communicate their thoughts and feelings, understand others' speech, and develop their English language competence. Vocabulary is anything that deals with words (Lessard-Clouston, 2013). Related to the statement vocabulary is an essential component of English language learning. It is the collection of words and phrases that a person understands and can use to communicate effectively in the language. Vocabulary are the collection of words that a person have and knows how to use it (Linse, 2006). The most crucial element to being able to communicate in English both spoken and writen is vocabulary, which serves as the fundamental building block of communication. Vocabulary is an important aspect of language, because it appears in every language skill including listening, speaking, reading, and writing (Wardani, 2015). According to Harmer (2001:16), the vocabulary aspect consists of meaning, word use, spelling, and pronunciation. According to the statement, it can be concluded

that vocabulary is a major factor in a language, because it is needed in listening, speaking, reading, and also writing.

Students in English Village of Parit Baru are considered young learners. It is important to teach vocabulary especially for school-age learners. Young learners are those who are between the ages of 5 to 12. (Linse & Nunan, 2005). However it was discovered the factual condition that young learners of English Village of Parit Baru had trouble expressing themselves when uttering the meaning of the vocabulary in English. When the researcher observed students' vocabulary in English, they were still inadequate, especially word in English linked to daily life. Students have difficulty being able to adapt their expressions to the use of the English context caused by they have a problem with their pronunciation; besides that students also do not know meaning of the words in English caused by the lack of the vocabulary they had, and to add more they tend to miss spelled the words in English. Based on the problem experienced by students of English Village of Parit Baru, the researcher intends to implement Emoji flashcards as a teaching media which is expected to improve the students' vocabulary mastery to English Village of Parit Baru.

In today's digital age, communication has evolved rapidly, and with it, the way we express ourselves has changed too. Emojis are a relatively new form of digital communication that has gained significant popularity in recent years. Emojis are pictorial representations of emotions, objects, or ideas, used to add emotion or tone to digital messages. Emoji are so graphic media that are frequently used on gadgets like computers and smartphones (Webster, 2006) . Emoji graphics, which are frequently used in visual communication on computers and smartphones, are being incorporated by researcher into more straightforward media, such as flashcards featuring emoji images.

Additionally, since young learners are the primary focus of the research and they typically still use computers and smartphones sparingly, researcher decided to incorporate emoji into flashcards. Flashcard is small cards that contain images, text, or symbols that remind or direct students to something related to the image (Arsyad, 2014:115). In order to make it simpler for

students to immediately observe the numerous emoji and English words that correspond to the presented emoji images, researcher employed flashcards as a teaching media. It will be simpler for teachers to grab students' attention while teaching vocabulary using visual materials. Consequently, one of the best media choices is the employment of flashcards.

The researcher expects that using Emoji flashcards as a media for teaching English vocabulary will enable Young Learner in English Parit Baru Village have a greater knowledge and vocabulary. It is anticipated that the availability of teaching materials in the form of physical cards with engaging images would be able to help the learning process and improve student motivation in learning English.

B. Research Question

Based on the explanation from the background that was already explained, the researcher means to deliver the research question which is "How can the use of Emoji flashcard as a teaching media improve the vocabulary mastery of Young Learners' at English Village, Desa Parit Baru Kubu Raya?"

C. Research Purpose

This research was aims to find out how the Emoji flashcard can improve students' vocabulary mastery in English especially for the Young Learners' at English Village Desa Parit Baru Kubu Raya.

D. Research Terminology and Limitation

1. Research Terminology

The researcher provides the following explanations which are used in this research the terms are below:

a. Vocabulary Mastery

Vocabulary mastery is a crucial component of language learning. It refers to the ability to recognize, understand, and use words and phrases accurately and appropriately in context. vocabulary is knowledge of

knowing the meanings of words and knowing how to use the word itself (John, 2000: 16). In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences. Mastery of vocabulary in English is very important to learn, the strongest reason is because vocabulary is the basic foundation that will build a language and make a person to be able to communicate with others.

b. Emoji

The Oxford Dictionary defines emoji as small digital images used to express ideas or emotions using electronic communication media. Meanwhile, Merriam Webster's dictionary defines emoji as a group of characters found on mobile keyboards that typically represent facial expressions, depictions of behavior, or social emotions used in computer visual communication media. Today's emoji are widely used to visualize the intent and purpose of communicating in the form of simple images. Emoji clearly provide a visual vocabulary that allows people to communicate and understand each other through the emoji provided.

c. Flashcard

Flashcards are learning media in the form of picture cards that are the size of a postcard or about 25 X 30 cm (Indriana, 2011). Flashcards are a set of visual appealing picture cards, each of which features an image that may be used to visually teach vocabulary and the English meaning of the image. Flashcards are very easy to use because they do not need to be expensive to produce. In addition to being able to be created independently by the teacher, flashcards also simply need paper as a printing medium for the graphics.

d. Young Learners

Young learners are the students who are still in their golden age or the beginner students in primary school who is learning English. The young learners itself categorized into several ages which are on the age of 5-12 (Linse & Nunan, 2005).

2. Limitations

The researcher set the limitation of this research, the limitation made by the researcher are intended so that the research is in accordance with the aims and objectives of the research so that it does not go beyond the boundaries that are incoherent with the research. The improvement of students' vocabulary mastery in this research is limited by the following conditions:

a. Students' Improvement in Vocabulary Mastery

In this research the researcher only wants to focus on the improvement of students' vocabulary mastery on the aspect of the vocabulary which are meaning, spelling, and pronunciation.

b. Time Setting

The classroom action research conducted by the researcher consist of two cycle which consist of two meetings on each cycle. This research was limited by the time setting, the researcher only wants to know the improvement of the students' in mastery the vocabulary, when the researcher has already recognize the improvement that happened then he stopped the research and soon conducted the report of the research.

E. Significance of Research

The research conducted this research is expected to provide benefits not only to researcher, but also expected to provide benefits to readers, teachers, and also schools to be used as a reference for the proper use of teaching media.

1. Theoretical Significance

The benefits of this research, theoretically, for the researcher himself is to acquire knowledge and experience in theory and practice, as well as to get results in data collecting. Although readers can use this article as a resource to learn more about the advantages of using emoji flashcards to learn English vocabulary.

2. Practical Significance

Practically, for the researcher himself the benefit of this research is to be able to use the Emoji flashcard media directly in implementing it in the learning process to improving students' vocabulary. For Young Learner students of English Village Desa Parit Baru Pontianak, practically this research can help increase their knowledge in mastering vocabulary with the help of Emoji flashcard media. As for schools, this research can be used as a reference for selecting appropriate media for learning vocabulary.

a. To students of IKIP PGRI Pontianak

This research serves as a resource for IKIP PGRI Pontianak campus students to do pertinent research for their final assignment.

b. To Students of English Village

Practically this research can help young learner students who take the English Village course program to improve their vocabulary mastery in English.

c. To Researcher

Practically for researcher, this research is useful to be able to find out whether the use of Emoji flashcard media is effectively used and can improve vocabulary mastery for young learner students' at English Village Desa Parit Baru Pontianak, and to know firsthand the weaknesses and shortcomings of the use of Emoji flashcard media when it is implemented.

F. Action Hypothesis

In this research the action hypothesis as follow:

The use of Emoji flashcard as a media in teaching can improve students' vocabulary mastery of Parit Baru Village.