

**TEACHERS' PERCEPTIONS ON THE USE OF FLASHCARDS IN THE
TEACHING OF ENGLISH**

A PAPER

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BY

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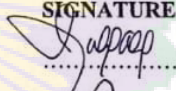
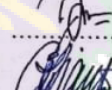
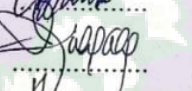
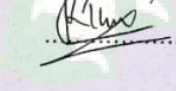

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ABSTRACT

Gayuh Ratnacita Hutami: 1601055073, *Teachers' Perception on the use of Flashcards in the Teaching of English*. A Paper. Jakarta: The School of Teacher Training and Education, The University of Muhammadiyah Prof. Dr. Hamka, Jakarta, 2020.

The aim of the study is to find the empirical evidence of the teachers' perception on the use of flashcards in the teaching of English. The question of the research was "what is the teachers' perception on the use of flashcards as an English instruction media?"

By using quantitative and qualitative approaches, descriptive case study method, the writer collected the data. The quantitative data was used to support the descriptive elaboration of the factual data finding by means of a questionnaire. The questionnaire was distributed online (Google form) with the specific criteria for the respondent that is English teachers in the East Jakarta area. The data sources of this study were 100 English teachers taken using Slovin's formula from the total number of 581 English teachers of both public and private Junior Secondary School in East Jakarta. The data sources were distributed based on 10 sub-districts in East Jakarta, they are Cakung (16), Cipayung (11), Ciracas (6), Duren Sawit (31), Jatinegara (4), KramatJati (5), Makasar (6), Matraman (2), PasarRebo (9), and PuloGadung (10). After collecting the data, the writer analyzed the data descriptively.

The findings showed that the teachers have positive perceptions on the use of flashcards in the teaching of English. The teachers perceived flashcards is an instruction media that is interesting, useful, effective, easy to organize, and has positive effects on students' learning outcomes.

Keywords: flashcards, media, teachers' perceptions, English.

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CHAPTER I

INTRODUCTION

In this chapter, the writer presented the background of the study, the limitation of the problem, the question of the research, the objective of the research, and the significances of the study.

A. The Background of the Study

In Indonesia, English is a foreign language which students learn. They learn English as a compulsory subject from Junior Secondary up to Senior Secondary Schools. Students have to learn the four English language skills consisting of listening, speaking, reading, and writing. In addition, the students also need to learn language components consisting of grammar/structure, vocabulary, pronunciation, and spelling. Students might not be able to develop their English language skills without having sufficient knowledge of language components. They need to learn all the language skills together with the language components simultaneously.

Teachers play an important role to help students in learning English since they interact with students in school for a lot of time. Teachers can help students in learning English by designing suitable learning and teaching activities for students as an external incentive to learn, including the use of multi-media and multi-methods. There are many media that teachers can use to help students in learning English, but many teachers only use textbooks as the teaching media, despite the possibility of using other media. Therefore,

teachers as facilitators are responsible for providing and using media and/or other teaching aids to make the English learning process more effective.

According to the writer's experience when carrying out the Teaching Practice Program – *Program Pengalaman Lapangan (PPL)* - at MTs N 21 Jakarta, the students could not understand what the writer said when the writer used English in speaking. This was also proven when the English teacher of MTs N 21 Jakarta told the writer that most of the students found it difficult to name things in the classroom in English. The teacher also told the writer that they got low scores in their English subject due to the lack of English skills.

This phenomenon was taking place because the teaching of English did not include suitable media and/or teaching aids. The teacher only used books as teaching media. One of the students told the writer that the teacher had never been teaching by using flashcards and other teaching aids in the class. The teacher only named the English meaning of the objects in the classroom orally without using any media and/or teaching aids. Due to the absence of media/teaching aids in the teaching of English, the students found it difficult to bear in mind the English instructional materials they were learning. This could be easily seen in their low scores of English and their inability to name things in the classroom in English.

Based on the phenomenon above, the use of suitable teaching media is necessary for the teacher to help the students in their English learning. The instructional materials seem to be more effectively taught and learned. One of the teaching media that is used to teach English is flashcards. Flashcards are

cards with word and/or picture on them that are used to help the students in the learning process. The use of flashcards seems to be a suitable media to teach English to Junior Secondary School students. Nicholson (1998) in Taghizadeh, M., & Porkar (2018: 108) argues that flashcards can create joy and fun in the classrooms. Suitable teaching media can influence the students' way of learning. When they feel fun and enjoy in learning, it will be easier for them to understand the materials.

Based on the statement above, the writer is interested in conducting a study to find out the teachers' perceptions on the use of flashcards as a teaching media in Junior Secondary School. Therefore, the writer chooses *Teachers' Perceptions on the Use of Flashcards in the Teaching of English* as the title of this writing.

B. The Limitation of the Problems

This study is limited to teachers' perception on the use of flashcards as an English instruction media for Junior Secondary School students in East Jakarta. Then this study focused on traditional flashcards.

C. The Question of the Research

Based on the limitation of the problem, the writer formulates the question of the research as follows, what is the teachers' perception on the use of flashcards as an English instruction media?

D. The Objective of the Research

Based on the question of the research above, the objective of the research is to find empirical evidence of the teachers' perception on the use of flashcards as an English teaching media for Junior Secondary School students in East Jakarta.

E. The Significances of the Study

The writer expects that this study will broaden the perception of the writer on the investigated problem, in particular, and of the readers, in general.

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