

CHAPTER 1

INTRODUCTION

This study investigates the use of spacing and cramming flashcard to teach noun vocabulary (A study in one Junior High School in Lembang West Java). The topics of this chapter are the background of the study, the research problems, the purpose of the study, the limitation of the study, the significance of the study, the research method, the clarifications of terms, and the paper organization.

1.1 Background of the study

Since flashcards are used as tools for teaching vocabulary, those become one of popular methods in school in Indonesia. The flashcards soon have some variations and modification to help students' understanding. Teachers may teach new material through flashcards. Basically, flashcard instruction explains the material which has not been taught yet (MacQuarrie, Tucker, Burns & Hartman, 2002; Nist & Joseph, 2008).

Although teachers use flashcards as media for teaching noun vocabularies, they have different methods to apply those media. It is considered that two ways of using flashcards are spacing and cramming. The learners may not consider about the impact of spacing when they study the flashcards on limited duration (Kornell, 2009). Sometimes the learners may be careless about their learning decision effect of choosing spacing (Kornell & Bjork, 2007). The younger learners choose the learning decision, the more they neglect the effect of choosing spacing on studying flashcards.

It is important to know use of spacing and cramming flashcard to teach noun vocabulary. Hopefully, after knowing the phenomenon of applying spacing and cramming flashcard, teachers and students can work together to improve the students' vocabulary mastery. It is expected that the research can fulfil the gap of the studies on flashcards. Based on the explanation above, the researcher

determines to carry a study about “The Use of Spacing and Cramming Flashcard to Teach Noun Vocabulary (A study in one Junior High School in Lembang West Java)”.

1.2 The Research Problems

Based on the problem identified above, this study has attempted to find answers to the following questions.

1. What is the use of Spacing and Cramming Flashcard effective to Teach students Vocabulary ?.
2. What are the Students perception toward Spacing and Cramming Flashcard?.

1.3 The Purpose of the Study

Departing from the problems mentioned above, this study aims at:

1. Investigating the phenomena of using Spacing Flashcard to Teach Noun Vocabulary experienced by the students.
2. Investigating the phenomena of using Cramming Flashcard to Teach Noun Vocabulary experienced by the students.

1.4 Limitation of the Study

This study focuses on the use of spacing and cramming flashcard to teach noun vocabulary (a study in one junior high school in Lembang, West Java). This study concerns with the effectiveness of spacing and crnamming flashcards to the first graders.

1.5 Significance of the Study

With regard to the significance of the study, this research has potential contribution to the theory, education and professional practices. Theoretically, this study is expected to enrich the literature on spacing and cramming flashcard. Practically, this study provides information related to the use of spacing and cramming flashcard to teach noun vocabulary. Professionally, this investigation of the use of spacing and cramming flashcard to teach noun vocabulary (a study in one junior high school in Lembang, West Java) hopefully can broaden the insight into the issue of vocabulary teaching.

After knowing use of spacing and cramming flashcard to teach noun vocabulary, teachers and students can work together to increase students' vocabulary mastery.

1.6 Benefit

The research will be beneficial as follows:

1. Theoretically, The finding will enrich:
 - a. The language teaching literatures dealing with teaching methodologies.
 - b. The English language teaching methodologies especially for other researchers to conduct further researches.
2. Methodologically

The benefit of this research can give contribution and inspiration for the teachers to use media by spacing and cramming flashcard and method which are appropriate in teaching learning process.

3. Practically

- a. The Researcher, the finding of the research can be used as a starting point to improve the writer's teaching ability.
- b. For the English teacher, The finding of the research can be used as a consideration in selecting the appropriate method or technique implemented in English class.
- c. For the student, The finding of the research can improve the students' interest and student achievement in the vocabulary mastery.

4. Pedagogically

Probably the most effects of spacing and cramming occur in improved rote memory for studied material. Across 38 studies comparing massed versus spaced practice on later memory for verbal information (e.g., words, sentences, facts, passages), overall, spaced practice dominated massed practice in recall performance.

1.7 The Research Method

This research is mainly quantitative experimental with some descriptive statistics. Descriptive statistics can be categorized as a way of a group of study which is presented on the interval scale measures by numerical representations in precise condition (Brown, 1988 in Yugafiati, 2015). This study is conducted in a class of first graders in one junior high school in Lembang, West Java.

This study employs some data collection techniques, using two questionnaires as instruments, interview, classroom observation, and document analysis as triangulation. The data analysis in this study is conducted over the course. All the data gained from the data collections are analyzed gradually. The

data from questionnaires are transcribed and subsequently categorized, then interpreted to answer the research questions. The triangulations from interview, classroom observation, and document analysis are also interpreted descriptively.

1.8 Clarifications of Terms

The spacing effect is the benefit of spacing learning events apart rather than massing them together, has been demonstrated in hundreds of experiments, but is not well known to educators or learners. The researchers investigated the spacing effect in the realistic context of flashcard use. Learners often divide flashcard into relatively small stacks, but compared to a large stack, small stacks decrease the spacing between study trials. There are some operational terms which are used in this study: spacing, cramming, flashcard, noun vocabulary. Each term is defined as follows:

a. Spacing

“Spacing can reduce performance levels during learning and simultaneously enhance long-term learning “(Bjork, 1994&1999; Kornell, 2009).

b. Cramming

“The main advantage of cramming is that there is little time for forgetting between the time of study and the time of the test” (Kornell, 2009).

c. Flashcard

“Flashcards are set of cards bearing information, such as words, pictures, or numbers, on either or both sides, used in classroom drills or in private study” (Teng & He, 2015).

“Flashcard used were in the form of picture card, it is chosen by the writer for the learner may develop. In line in this statement, Masitoh & Suprijadi (2015). Otention that students are given a picture cards and they are welcome to choose the improve they wish to develop”

d. Noun vocabulary

“Many studies of vocabulary development have suggested that some nouns have an advantage over other types of nouns – in particular, that early vocabularies tend to be heavily populated by labels for basic-level kinds or categories” (Kako, 2005).

Thus, the research wants to reveal the phenomena about the use of spacing and cramming flashcard to teach noun vocabulary in junior high school.

1.9 Paper Organization

This paper is organized into five chapters. Chapter 1 gives a general description of the introduction to the topic of the research. This chapter introduces the background of the study, the research questions, the purpose of the study, the limitation of the study, significance of the study, the research method, the clarifications of the term, and the paper organization.

Chapter 2 describes the theories which support the study. It covers the theories relevant to the purpose of the study. It includes the discussion of (1) the nature of spacing, (2) the nature of cramming, (3) the nature of flashcard, (4) noun vocabulary, (5) learner of junior high school (6) relevant studies, and (7) concluding remark.

Chapter 3 discusses the methodology of the research that include research questions, research design, research setting and participants, data collection and data analysis. The samples of the instruments are also presented in this chapter.

Chapter 4 elaborates the findings of the research and their discussion from questionnaires as instruments, and interview, classroom observation, and document analysis as triangulation.

Chapter 5 illustrates conclusion of the research, the implication and the recommendations for further research.

