

CHAPTER 1

INTRODUCTION

1.1 Background of the study

English is an international language that plays an important role in global communication, education, and the development of science and technology. In the current era of globalization, mastery of English has become an urgent need, especially in the basic education system in various countries, including Indonesia. One of the fundamental components in mastering English is mastery of vocabulary. Vocabulary serves as a foundation for developing other language skills such as reading, writing, speaking, and listening.

The definition of flash card media is explained by Susilana, Riana and Riyana, (2009), namely: "Flash card is a learning medium in the form of picture cards measuring 25x30 cm. The drawings are made by hand or photographs, or using existing drawings or photos which are attached to flash cards" (Dananjaya, 2010; Maghfiroh, 2013). From the description it can be said that flash cards are media in the form of picture cards made using photos or drawings, on the back there is a description of the image on the flash card. From the quote, it is explained that the size of the flash card is 25x30cm, will be but Arsyad, (2007) has a different opinion as expressed as follows: "Flash cards usually measure 8x12cm or can be adjusted to the size of the class being faced, the cards contain pictures (animals, objects, fruit and so on). Used to practice spelling and enrich vocabulary."

In the reality of education at the elementary school level, teaching English vocabulary often encounters various obstacles. Teaching methods that tend to be conventional and less interactive make students quickly feel bored, have difficulty understanding and memorizing new vocabulary. Along with technological developments, innovative approaches in education are starting to be widely applied, including the use of visual media and three-dimensional (3D) technology. 3D learning media has great potential to increase students' interest in learning

because it is able to present material in a more interesting and interactive form. One example of learning media that can be implemented is 3D-based learning cards or flashcards.

Flashcards have been known as an effective learning tool for introducing new vocabulary, but the integration of 3D technology in flashcards allows for the presentation of material that is more realistic, interesting and easy for students to understand. It is hoped that the implementation of 3D Flashcards in learning English vocabulary in elementary schools can be an innovative solution in improving students' understanding and memory of new vocabulary. By using this technology, students can learn more visually and contextually, so that the learning process becomes more interesting and effective.

This research was conducted with a case study in one elementary school to find out the use of flashcards as English learning media in learning English vocabulary in grade 3. This research also aims to explore student responses to the use of this technology-based learning media and analyze the extent to which 3D Flashcards can help improve student learning outcomes.

The novelty in this research lies in the implementation of 3D flashcards as a medium for learning English vocabulary at the elementary school level, which has rarely been explored in previous research. Most previous studies focused more on the use of conventional or 2D digital-based flashcards without considering the more immersive interactive dimensions. By integrating 3D elements, this research provides a more interesting and effective approach in improving students' understanding and retention of vocabulary. Apart from that, this research also analyzes the impact of using 3D flashcards on student learning motivation, which has not been widely discussed in similar research.

1.2 Reasons For Choosing The Topic

This thesis topic was chosen because of the importance of mastering vocabulary in learning English, especially at the elementary school level. At this age, students are in a period

of optimal cognitive development to receive new information, including foreign languages. However, monotonous learning methods often make students less interested and have difficulty understanding new vocabulary. Therefore, innovation is needed in learning methods that are more interesting and interactive to increase student interest and learning effectiveness. One potential approach is the use of three-dimensional (3D) flashcards which can present material with more lively and real visualizations.

The implementation of 3D flashcards in learning English vocabulary provides a more enjoyable learning experience and triggers students' memory. With the help of more interesting visualizations, students can more easily connect vocabulary with certain images or situations. This research aims to examine the effectiveness of using 3D flashcards in the process of learning English vocabulary in elementary schools. Apart from that, this research also wants to explore students' and teachers' responses to the use of this media as part of learning innovation. With the results of this research, it is hoped that it can contribute to the development of more effective and enjoyable language learning methods.

1.3 Research Problem

The research problem of the topic is :

How are flashcards used as learning media in teaching English vocabulary to third grade students?

1.4 Objective Of The Study

The objective of this study is :

To observe how flash cards are used in English vocabulary learning in grade 3

1.5 Significance Of The Study In Elementary School

The significance of this study lies in its contribution to enhancing English vocabulary learning among elementary school students through the implementation of 3D flashcards. Traditional vocabulary learning methods often rely on rote memorization, which can be less engaging and ineffective for young learners. By integrating 3D flashcards, this study explores an interactive and visually stimulating approach that can improve students' retention and engagement. The findings of this research may provide valuable insights for educators in designing more effective teaching strategies, incorporating technology into language learning, and fostering a more dynamic and immersive learning experience in early education. Additionally, this study can serve as a reference for future research on innovative teaching tools in language acquisition.

The significance of this study lies in its theoretical, practical, and pedagogical contributions to enhancing English vocabulary learning among elementary school students through the implementation of 3D flashcards. Theoretically, this study enriches the existing body of literature related to visual and kinesthetic learning strategies in early language acquisition, particularly in the use of flashcards as a tool for vocabulary development. It supports the cognitive theory of multimedia learning, which posits that learners understand concepts better when text and visuals are integrated. Practically, the implementation of 3D flashcards provides an engaging alternative to traditional rote memorization methods, offering a more interactive and visually stimulating approach that improves students' retention and engagement. The findings may offer practical insights for teachers and schools in selecting and applying effective media for vocabulary instruction. Pedagogically, this research encourages educators to design classroom activities that are more dynamic and suited to young learners' developmental needs. The use of 3D flashcards supports differentiated instruction and caters to various learning styles—visual, auditory, and kinesthetic—thereby creating a more inclusive learning environment. Additionally, the study serves as a reference for future research on innovative

teaching tools in language acquisition, particularly those integrating tactile and visual media to foster deeper understanding and motivation in young learners.

