

Teachers' Perception on the Use of Vocabulary Cards for L2 Learners

SKRIPSI



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Presented as partial fulfilment of the requirements for the degree
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in English Language Education Department

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain work or parts of other people's work except those cited in the quotations and the references.

Yogyakarta, 28 April 2024

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TABLE OF CONTENTS

FRONT COVER	
INNER COVER	i
APPROVAL PAGE	ii
DEFENSE APPROVAL PAGE	iii
STATEMENT OF ORIGINALITY	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	x
ABSTRACT	x
<i>INTISARI</i>	xi
CHAPTER I	1
INTRODUCTION	1
A. Research Background	1
B. Research Questions	3
C. Research Objectives	3

D. Research Benefits	4
CHAPTER II	5
LITERATURE REVIEW	5
A. L2 Vocabulary Learning	5
B. Vocabulary cards as instructional media for L2 Learners	6
C. Teachers' Perception on Vocabulary Cards	8
CHAPTER III	10
METHODS	10
A. Research Design	10
B. Research Participants	11
C. Research Instrument	11
D. Data Collection and Data Analysis	13
E. Ethical Considerations	14
F. Sequences of Data Collection and Data Analysis	14
CHAPTER IV	16
FINDINGS AND DISCUSSION	16

A. To what extent do teachers use vocabulary cards to teach speaking to L2 learners?	16
B. How did teachers perceive vocabulary cards to teach speaking for L2 learners?	22
 CHAPTER V	28
CONCLUSION	28
A. Summary	28
B. Implications	28
C. Limitations	29
D. Future Studies	29
REFERENCES	30
APPENDICES	34
Appendix 1: Permission letter from the institution	34
Appendix 2: Letter Consent Form in Indonesia	36
Appendix 3: Letter Consent Form in English	38
Appendix 4: Interview Checklist in Indonesia	40
Appendix 5: Interview Checklist in English	41
Appendix 6: Observation Checklist in Indonesia	42
Appendix 7: Observation Checklist in English	43

Appendix 8: Sample of interview transcription 44

Appendix 9: Sample narration of observation 45



ABSTRACT

Puspitasari, N. (2024). *Teachers' perception on using vocabulary cards for L2 learners* (Unpublished Undergraduate thesis) Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This study aims to find out the extent on the use of vocabulary cards to teach speaking for L2 learners and to find out teachers' perceptions on the use of vocabulary cards to teach speaking. The reason the researcher conducted this research was because the researcher wanted to dig deeper into the perceptions of teachers regarding the use of vocabulary cards as a medium for teaching speaking to L2 students. This research used qualitative methods by observing three classes and interviewing three teachers at one of the famous English language courses in Yogyakarta. From this research, the researcher found four things: First, teachers use vocabulary cards to help students understand new materials being discussed in class. Second, teachers use vocabulary cards to help students improve their speaking skills. Third, vocabulary cards make learning speaking more fun. Fifth, vocabulary cards increase students' vocabulary repertoire. With this research, the researcher expect that English teachers out there should use creative teaching ideas or strategies using vocabulary cards media so that second language learning students can master English more quickly.

Keywords: vocabulary cards, teacher, perception, L2 learners

INTISARI

Puspitasari, N.P.P (2024) Persepsi Guru tentang Penggunaan Kartu Kosakata untuk Pembelajaran L2 (Tesis Sarjana Tidak Diterbitkan) Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk mengetahui sejauh mana penggunaan kartu kosakata untuk mengajar berbicara bagi pembelajar L2 dan untuk mengetahui persepsi guru terhadap penggunaan kartu kosakata untuk mengajar berbicara. Alasan peneliti melakukan penelitian ini karena peneliti ingin menggali lebih dalam persepsi guru mengenai penggunaan kartu kosakata sebagai media pengajaran berbicara kepada siswa L2. Penelitian ini menggunakan metode kualitatif dengan melakukan observasi pada tiga kelas dan mewawancarai tiga orang guru di salah satu tempat kursus bahasa Inggris ternama di Yogyakarta. Dari penelitian ini peneliti menemukan empat hal: Pertama, guru menggunakan kartu kosakata untuk membantu siswa memahami materi baru yang dibahas di kelas. Kedua, guru menggunakan kartu kosakata untuk membantu siswa meningkatkan keterampilan berbicara mereka. Ketiga, kartu kosakata membuat belajar berbicara menjadi lebih menyenangkan. Kelima, kartu kosakata menambah khasanah kosakata siswa. Dengan adanya penelitian ini, peneliti mengharapkan para guru bahasa Inggris di luar sana hendaknya menggunakan ide atau strategi pengajaran yang kreatif dengan menggunakan media kartu kosakata sehingga siswa yang belajar bahasa kedua dapat menguasai bahasa Inggris lebih cepat.

Kata Kunci : kartu kosakata, guru, persepsi, pembelajar L2

CHAPTER I

INTRODUCTION

This chapter consists of four parts. Those are the research background, questions, objectives, and benefits.

A. Research Background

In this century, English has achieved the status of being a global language; even in educational policies in many countries today, English is actively taught as an essential part of education to face globalization and internationalization of the school curriculum to teach English as a Foreign Language (FL) or Second Language (SL) in many countries (Shinde & Karekatti, 2012). For teachers, teaching speaking is the most important priority for students because English is considered an international language that is studied by everyone in the world (Arifiah & Binawan, 2013). The used of interesting teaching media was really needed by English teachers. One example of media that could be used to taught English especially speaking was vocabulary cards.

Vocabulary cards were one of the learning media from traditional instructional media. Vocabulary was a word or exposure in pronunciation related to fluency in pronunciation. Vocabulary is the most important thing for gaining fluency and speaking skills. This is a part that speakers must own in addition to average language and pronunciation. Afna (2018), states that vocabulary is essential to support the mastery of speaking skills. Vocabulary is integral to learning to read, write, speak, and listen. According to them, someone cannot say or speak something without vocabulary. The two have a meaningful relationship in terms of communication, for example, in terms of how to speak fluently. In speaking, words convey messages from that person to others. Learners must be able to express or convey in formal and non-formal situations to talk to people closest to them or in an academic setting. According to Afna

(2018), speaking is a way of expressing the words in our minds when making speeches, discourses, or debates. Speaking is an activity to express the ideas that exist in the material. Based on the definition above, speaking can include several essential things important in mastery, such as mastery of vocabulary, pronunciation, sentence structure, and fluency. A significant relationship exists between vocabulary and speaking skills, which influence each other. Four aspects must be considered when teaching speaking.

According to Madkur (2018), the four aspects are fluency, accuracy, word pronunciation, and vocabulary. Fluency is when the speaker knows where to pause and stop speaking at the right time. Accuracy is related to grammar and structure, including several aspects of speech such as tense, sentence phrases, and so on.. The purpose of pronunciation is to focus on parts that can be improved in communication, including stress patterns, intonation, and voice quality. Vocabulary is the most essential part of learning and will be used to determine whether students can speak well.

The reason the researcher chose Indonesian English teachers in English language courses was the researcher was more interested in researching how teachers taught in courses because they had their strategies based on students' teaching needs, such as the use of teaching tools, for example, vocabulary cards, so many people were interested in taking the course the. This reason was in line with the opinion of Supriatin & Rizkilillah, (2018) who researched an English course in Indonesia, which stated that the teachers who taught the English course had their own way of teaching, they used learned media to make it better easy students understand or master English, for example, using vocabulary cards to increase vocabulary. By studying vocabulary, students could add many new words used in daily activities, both those they knew and those they did not know before. Teachers used vocabulary cards to help students develop their knowledge of vocabulary in quality and quantity. Apart from that, there was also research in Thailand which was researched by Low, (2018) argued that in English language courses the teachers had investigated the needs of their students.

Realizing how important vocabulary was to L2 students' speaking skills, this research aims to look deeper into teacher's perceptions regarding the use of one of the learning media, namely vocabulary cards, as a means of learning students' speaking skills in one course from a famous course in Yogyakarta. The importance of this research lies in the effort into the perceptions of teachers. Several studies were similar to this research regarding perceptions in the Indonesian context. Sukarno et al (2023); Suherman & Wathoni (2022), Danibao et al (2023). Moreover, in the international context, there were several studies investigating the teacher's perception of teaching speaking Arastirma and Öğretmen, (2017), Chiem, (2016), Nguyen and Nguyen, (2019). The researcher chose to discuss this research because, from previous studies, there had been several examples about the perceptions of teachers regarding the use of vocabulary cards in an English language course. Therefore, this research aims to investigate on the teachers' perception on the use of vocabulary cards to speaking skills for L2 learners. Therefore, the researcher chose this research because previous research has proven that vocabulary cards could help improve students' speaking skills. Afna, (2018) states that the more vocabulary a learner masters, the greater the possibility of speaking fluency. If students do not master it well then they would not be able to speak well and become more confident, they also would forget what topic they were talking about because they are nervous. The participants in this research were teachers at one of the well-known English courses in Yogyakarta. Apart from that, the researcher chose this research content because the researcher wanted to know the perceptions of teachers regarding the use of one of the media, namely vocabulary cards, on students' speaking skills during the teaching and learning process in the classroom. The reason why the researcher chose this participants because want to know their opinions based on experience regarding interesting teaching strategies using media, especially vocabulary cards before they actually became teachers as a means of preparing them when they become real teachers. This research used qualitative method because this method is widely used by the previous researchers.

B. Research Questions

Judging from the rationale of the researchers above, two questions were made in this study, including:

1. To what extent do teachers use vocabulary cards to teach speaking to L2 learners?
2. How did teachers perceive vocabulary cards to teach speaking for L2 learners?

C. Research Objectives

This study examines teachers' perceptions of using vocabulary cards for L2 learners.

This study has the intent to:

1. To find out the extent on the use of vocabulary cards to teach speaking to L2 learners.
2. To find out teachers' perceptions on the use of vocabulary cards to teach speaking.

D. Research Benefits

This research is expected to be beneficial for some parties, such as:

Hopefully this research can be useful for teachers at the course to broaden their insight into the importance of using media, especially vocabulary cards, in the teaching and learning process so that they can prepare enjoyable teaching materials when they actually become English teachers. For English teachers, hopefully this research can add

creative and innovative English teaching ideas and strategies. For the director of this course, I hope that this research can be used as a means of promoting attractive courses because they have special instructional media to help students quickly master English. And for students, hopefully with this research there will be more learning techniques that involve student interaction in learning so that students can more easily understand and master English.



CHAPTER V

CONCLUSION

This chapter consists of three parts summary, implication, limitations and future studies.

A. Summary

This research was conducted to investigate two research question, the extent to which teachers use vocabulary cards for speaking skills for L2 learners and how teachers perceive teaching speaking to L2 learners using vocabulary cards. The first is related to the extent to which teachers use vocabulary cards. The researcher found that teachers use vocabulary cards to help students understand new materials being discussed in class and teachers use vocabulary cards to help students improve their speaking skills. Secondly, related to teachers' perceptions regarding the use of vocabulary cards to teach speaking, the researcher found that Vocabulary cards make learning to speak more fun and vocabulary cards could increase students' vocabulary repertoire.

B. Implication

There are several implications. First, vocabulary cards can be used to improve L2 students' speaking skills. By using these vocabulary cards, students understand more easily when teachers present new material and quickly remember new vocabulary. Second, the use of vocabulary cards as media by teachers has received a positive perception, this is proven by the results of this research which state that the use of vocabulary cards makes the learning atmosphere more enjoyable, besides that the use of vocabulary cards can increase the richness of students' vocabulary faster than not using any media.

This research has several contributions to other research regarding teachers' perceptions of the use of vocabulary cards in speaking skills for L2 learners. First, research on teachers' perceptions of the use of vocabulary cards in speaking skills for L2 learners is quite rare. Therefore, the findings of this research can provide

information for anyone conducting research similar to the topic of this research. Therefore, teachers can apply or use this media when teaching speaking skills as a teaching tool. In addition, the findings from this research can provide insight for pre-service English teachers about the use of vocabulary cards on speaking skills for L2 learners.

C. Limitation

Despite its implications and contributions, this study has several limitations. First, the observations may not be rich because the number of classes observed is small. The data may be more useful if the researcher makes more than three observations. Second, this research was conducted within a limited time period, so only a few participants were involved to participate in this research. The final limitation is that the results of this study cannot be generalized due to the nature of qualitative research methods. The results of this study may not be applicable to other contexts or participants.

D. Further Studies

There are several recommendations for further research that can be carried out based on the results and limitations of this study. First, future research may use other data collection techniques, such as questionnaires in surveys to obtain richer and more solid data. Furthermore, future research might be conducted on the same topic with different contexts and participants to see if similar results can be identified and contrasted.

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