**THE EFFECTIVENESS OF USING FLIPCHART AS A MEDIA TO TEACH VOCABULARY AT THE SEVENTH GRADE**

**STUDENTS OF SMP N 1 KALIPUCANG (WEST JAVA)**

**IN THE ACADEMIC YEAR 2012/2013**

By:

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**Abstract**

The objective of this research is to find whether there is any effectiveness of using flipchart media to teach vocabulary for the seventh grade students of SMP N 1 Kalipucang in the academic year 2012/2013. In this research, the population of this study is 294 students, and the researcher took 60 students as sample. They are 30 students of class VIIG as control group and 30 students of class VIIH as experimental group. By using flipchart as a media, the researcher wishes the students could have high motivation to learn English easily and interestingly. The researcher takes Quantitative research for analyzing her study. The researcher used pre-test and post-test as the instrument. The result of the study showed that there is a difference between the Mean of experimental and control group. From the calculation of the test, it can be known the value was 80.43>64.97, in other words, the use of flipchart in teaching vocabulary is effective. Since it is founded the result of the t-value is 5.63. Based on the 0.05 significance level, the value of the t-table is 2.00. The computation shows that the t-value is higher than t-table that is 5.63>2.00. So the hypothesis is accepted.

**Keywords: effectiveness, flipchart, media, vocabulary, teaching English.**

**A. Background**

Vocabulary learning is a vital part of language. As part of the language art, it is considered a core subject in formal education. Vocabulary can be built chiefly by two methods: reading and formal vocabulary drill and practice. Obviously, reading is an exercise that has its own rewards, and many students are motivated to enjoy it. However, formal vocabulary building is usually not viewed as a “fun” task and is typically left in neglect. In teaching English, the teacher is suggested to choose any suitable teaching media in order to achieve the teaching objective easily, so that the students will be motivated to learn more.

Teacher who is able to present the material easily will be students’ favorite. In applying teaching media, the teacher should consider many things, like teaching material, students’ level, classroom management and many other aspects, because the use of inappropriate technique cause many difficulties or the student and the teacher fail in teaching them. There is a phenomenon which can be explained by the condition that there are many Junior High School teachers who still encounter problems in presenting English in their classes. The researcher chooses flipchart to know the students’ vocabulary mastery.

The advantages of using flipchart are :

a. Flipcharts do not need electricity

b. Flipcharts are economical

c. Color can be added very easily

d. Flipcharts allow spontaneity

[*http://jellaizikispecialeducation.blogspot.com/2011/07/displaying.materialsusing.html*](http://jellaizikispecialeducation.blogspot.com/2011/07/displaying.materialsusing.html)

 Presentation using flipchart has many benefits to visual information like diagrams, charts, or graphs as easily carton – width carton are set before the presentation was opened and reversed and if need be shown again later. Flipchart can be presenting any information.

 In her thesis, the researcher chooses flipchart to teach vocabulary for the seventh grade students. There are many media to teach English vocabulary and the researcher chooses flipchart to support her research. The researcher chooses flipchart to know the students’ vocabulary mastery.

**B. Research Method**

Based on the objectives of the study the researcher applies quantitative method to discuss and find out the problem appearing in this study. This study can be categorized as experimental research because the researcher is doing experiment by giving treatment to the students.

This research was conducted at SMP N 1 Kalipucang, it is located at Km.30 Pangandaran Regency, West Java. This research was being carried out on 20 until 31 May 2013. The subject of this research is 60 students (2 classes) of the seventh grade students of SMP N 1 Kalipucang in the academic year 2012/2013. This research has one dependent variable (the students’ vocabulary mastery) and one independent variable (flipchart media).The researcher undertakes this research by giving pre-test, treatment, and post-test. The researcher use test as instrument to collect the data. After collecting the data, the researcher analyzes the data. The researcher applies descriptive analysis (mean, mode, median, standard deviation, lowest score, variance, and highest score) and inferential analysis (test of normality, test of homogeneity, and test of Hypothesis) to find out the influence of both variables of this research.

**C. Research Finding**

From the data collected, it could be seen the result on the following table, the table below is the summarized scores of the experimental group and control group on vocabulary mastery.

**Table 1. Descriptive statistic result of the experimental group and the control group on vocabulary mastery.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Group | **H** | **L** | **R** | **Me** | **Mo** | **M** | **SD** | **V** |
| **Control** | 90 | 37 | 53 | 63 | 63 | 64.97 | 11.87 | 140.79 |
| **Experimental** | 100 | 58 | 42 | 80 | 80 | 80.43 | 9.59 | 92.12 |

The highest score of the students of the experimental group at the seventh grade students of SMP N 1 Kalipucang was 100 and the lowest score was 58. The mean was 80.43, the median was 80, the modus was 80, the range was 42, the standard deviation was 9.59, and the variance was 92.12. The highest score of the students of the control group for the seventh grade students of SMP N 1 Kalipucang was 90 and the lowest score was 37. The mean was 64.97, the median was 63, the modus was 63, the range was 53, the standard deviation was 11.87, and the variance was 140.79.

Based on the result of data analysis, it could be concluded that the use of flipchart media in teaching vocabulary was more effective than without using it on the English achievement. This has been proved by analyzing the data from the differences. Between two scores of post-test, it has been given the treatment and pre-test which had not been given the treatment, and also by analyzing t-test value formula. It was obtained that t-value was 5.63. This t-value is higher than significance level 5% (t-table 0.05=2.000) with freedom area 58. The position of t-value is 5.63>2.000.

**D. Conclusion**

Based on the data analysis and discussion about hypothesis in previous chapter, the researcher concludes it is effective to use Flipchart for teaching vocabulary for the seventh grade students of SMP N 1 Kalipucang. It can be seen from the result of post-test of experimental group and control group. The mean of experimental group is higher than the mean of control group. The mean of experimental group is 80.43 whereas the mean of control group is 64.97 (80.43 > 64.97). Furthermore, based on the hypothesis testing, the result of t-value is 5.63. Using 5% level significance and the degree of freedom is 58. From the t-table, the value of t-table is 2.00. It shows that the t-value is higher than the value of t-table. So, using flipchart for teaching vocabulary to the seventh grade students’ of SMP N 1 Kalipucang is effective. Therefore, the researchers’ hypothesis with 0.95 or 95% of significance level is accepted and consequently null hypothesis (Ho) is rejected.

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<http://jellaizikispecialeducation.blogspot.com/2011/07/displaying.materialsusing.html>. download on : May, 8 2013,12:14

**APPROVAL OF THE ARTICLE CONSULTANT**

Title : The Effectiveness of Using Flipchart as a Media to Teach Vocabulary at the Seventh Grade Students of SMP N 1 Kalipucang in the Academic Year 2012/2013

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It has fulfilled the requirement to be uploaded in the e-journal.

Purworejo, September 6th, 2013

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**APPROVAL OF THE ARTICLE REVIEWER**

Title : The Effectiveness of Using Flipchart as a Media to Teach Vocabulary at the Seventh Grade Students of SMP N 1 Kalipucang in the Academic Year 2012/2013

Name : Tri Yulia Akhimsa AG

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Purworejo, September 6th, 2013

The Reviewer

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