THE INFLUENCE OF USING FLIPCHART TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE FIFTH GRADE OF SDN 1 PARDASUKA IN THE ACADEMIC YEAR OF 2021/2022

A Thesis
Submitted in Partial Fulfilment of
The Requirement for S1-Degree

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ABSTRACT

THE INFLUENCE OF USING FLIPCHART TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE FIFTH GRADE OF SDN 1 PARDASUKA IN THE ACADEMIC YEAR OF 2021/2022

Vocabulary is one of the important language elements that should be mastered by the students. Based on the preliminary research at SD N 1 Pardasuka, it was found that the students' vocabulary score was still low. The objective of this research was to know whether there is influence of using Fliphart towards students' vocabulary mastery or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 4x35 minues each.The population of this research was the fifth grade students of SD N 1 Pardasuka. For taking the sample, the researcher used cluster random sampling. The sample taken was two classes, class VB as the experimental class and class VC as the control class. Both of them consisted of 63 students. In collecting the data, the researcher used tests. The researcher used the test instrument in the form of multiple choice. The test consisted of 40 items before validity test. After the validity test, the instrument test for pre test consisted of 25 items and post test consisted of 25 items. For analyzing the data, the researcher used independent sample T-test.

From the data analysis, it was found that the result of T-test was 0.000. This result is consulted to the score of the value significant generated Sig. (pvalue) = $0.000 < \alpha = 0.05$. Therefore, Ho is rejected and Ha is accepted. In other words, from this research it is known that Flipchart can improve the students' vocabulary mastery. It can be concluded that there is a significant influence of using Flipchart towards students' vocabulary mastery.

Keywords: Flipchart, Vocabulary Mastery, Quasi Experimental research.

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MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَا

Allah will not burden a person except according to the level of his ability

(QS Al-Baqarah: 286)[1]

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[1] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris,* (Depok: Al-Huda Kelompok Gema Insani), Al-Baqarah: 31, p.7

DECLARATION

I hereby certify that this Thesis entitled "The Influence of Using Flipchart Towards Students' Vocabulary Mastery at the Second Semester of the Fifth Grade Of SDN 1 Pardasuka In Academic Years Of 2021/2022" is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the thesis.

Bandar Lampung, November 2022

Declared by,

Anggun Lestari
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DEDICATION

This thesis particularly dedicated to :

1. My beloved father (Mr. Nasikin Ghani) and mother (Ms. Marhamah) who always love, pray, motivate, and support for my success.
2. My beloved husband, Dian Anggara who always motivate and pray for my thesis.
3. My beloved sister, Viki Andriani and Desi Oktalia who given me support and spirit for my success.
4. My beloved Lecturers and Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Anggun Lestari was born on 30th Maret 1998 in Sidodadi. She lives on Jl raya sidodadi pardasuka pringsewu. She is the second child of three children of the couple Mr. and Mrs. Nasikin Ghani. She began her study at elementary school at SD N 1 Sidodadi and graduated in 2009. Then, she continued her study to SMP N 3 Pardasuka and graduated in 2013. Having graduated from the school, she continued her study to SMA N 1 Ambarawa and graduated in 2015. After finishing her study, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic University of Raden Intan Lampung.

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May Allah bless and give in return for every help and righteous deed they did to the researcher. Finally, it is fully aware that there are still a lot of weakness in this thesis. For this, the researcher sincerely welcomes criticism and uggestion from the readers to enhance the quality of the thesis.

Bandar Lampung,   November 2022
The Researcher

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Vocabulary is one of the components that important in teaching English as a foreign language, besides the other components such as grammar, only contribute a less thing rather than vocabulary since without vocabulary nothing can be conveyed.[1] It means that vocabulary is very important part in learning English. According to Cameron, Vocabulary is fundamental to using foreign language as discourse.[2] If the students are lack of vocabulary, they cannot express their ideas to speak, write and read something. Based on statement above, the researcher assumes that vocabulary is a part of language and it is basic elements in English. It means that vocabulary is an important thing and one of aspects that should be mastered by the students besides the others components like grammar and pronunciation in learning English. It can be concluded that vocabulary is the basic element that very important in learning English.

Vocabulary is one important aspect in learning a foreign language, without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening and writing. The acquisition of vocabulary would help people in gaining, understanding and also enhancing the process of knowledgeable transfer for a better life. Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role of all languages. Moreover, there is expert regarding that vocabulary more important than grammar. Among them is McCarthy stating No matter how well the student learns grammar, no matter how

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[1] Scott Thornburry, How to Teach Vocabulary, (London : Pearson Education limited, 2002), p.13.
[2] Lynne Cameron, Teaching Language to Young Learners,(London: Cambridge University Press 2002), p.46.

successfully the sounds of L2 just cannot happen in any meaningful way.[3] In other words the first that to be mastered for language learners in learning a language especially English is vocabulary.

Mastering vocabulary has become a complex problem, because it is a difficult task to do. Sometimes, it is difficult to increase vocabulary. In other cases, this is very difficult because besides difficult to increase vocabulary. Lack of vocabulary is also a problem. If students lack of vocabulary, they cannot express their ideas to say, write, and read something so they cannot understand what someone is saying.

Based on the preliminary research at SDN 1 Pardasuka, the researcher has found that students' vocabulary was still low. When the researcher interviewed the English teacher Rizon Tanama S.Pd at SDN 1 Pardasuka. He said that The students have many problems learning English in vocabulary. Student vocabulary is still low and students only know a few vocabulary such as the surrounding scope, objects around them, and their activities. Then when I give assignments in the form of sentences about vocabulary there are still many students who do not understand.

To know the students' vocabulary score, the researcher gave them the vocabulary task in the form of multiple choice. The students' score can be seen in the table below:

Table I.1

Fifth Grade Students' Vocabulary Score in Pre-research

No	Score	Class V			Total	Percentage
		A	B	C		
1.	≥ 65 (passed)	5	9	7	21	22.34 %

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[3] Norbert Schmitt and Michael McCarthy, *Vocabulary: Description, Acquisition and Pedagogy*, (New York: Cambridge University Press), p.140

2.	≤65 (failed)	26	24	23	73	77.65 %
Total		31	33	30	94	100 %

Source : the document of vocabulay score

Based on the data above, only 23.34 % or 21 out of 94 students achieve completion while 77.65 % or 73 of them do not yet completely based on assessing Criteria Minimum Mastery (KKM). Criteria Minimun Mastery that is used in the SDN 1 Pardasuka is 65. It means that students still have difficult to understand vocabulary. One of the students' problem in english is they don't mastery vocabulary well.

From the table, it can be assumed that most of the students still feel difficult in learning English vocabulary. The students said that studying English is difficult subject, therefore the students are also passive because the students didn't know the meaning of vocabulary. They also felt bored in learning English especially in learning vocabulary not only because they have minimum vocabulary mastery but also the teacher did not use the interesting technique to make the students attracted. The teacher only using textbook for teaching vocabulary.[4]

Based on the problem above, the researcher proposes an alternative media to support teaching vocabulary. The researcher give flipchart as media to solve the problem. A good teacher tried to find a good media in teaching learning process in order that the students will be enjoyable, interested, and also challenged by the material. Flipchart is a good way to use in teaching learning.

Flipchart is a collection of summaries, schemes, pictures, tables that are open sequentially based on the topic of learning material. Flipchart material is usually flip-sized paper that is easy

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[4] Interviewing Some Students (Aulia Zivana Ziantika,Kiara Ayu Syakira,Nazwa Putri Nabila) of The Fifth Grade of SDN 1 Pardasuka, (Pardasuka : Unpublished, July 17th 2019)

to open - open, easy writable, and bright color. The charm of flowcharts can be printed with a variety of colors and design variations.[5] How to use a flip chart depends on what method will be used. If the lecture method, the flip chart is immediately open in accordance with the topic of discussion to be explained or write about things that need to be written down. For quantum methods, flip charts can be songs, words of wisdom, or anything that supports class excitement and is not a center of student concentration.

The first previous research has been done by Puspita Purnamasari entitled the effect of using flipchart on vocabulary achievement of the fifth year students of Sdn kotakulon 2 bondowoso in the academic year 2008/2009.[6] The results of this study are the value of t-test is 5.73 and the critical value of t-table from the degree of freedom 70 with the significant level 5% is 2. It means that the value of t-test is higher that critical value of t-table. In other word the hypothesis was accepted. So, it can be concluded that there is significant effect of using flip chart on vocabulary.

The second previous research has been done by Samrotul Janiah entitled The Influence of Using Flipchart on Students' Writing, Descriptive Text" (An Experimental Research at the Second Grade of Mts Nurul Islam Kota Serang). The result of the research shows that the value of observation is 7.55 which is bigger than ttable1. 68 the degree of freedom (DF) is 40. In this paper, the writer used, the degree of significance of 5% are 1.68. So observation= 7.55>ttable1. 68 it means that the Ha (the alternative hypothesis) of the research is accepted, and Ho (the null hypothesis) is rejected. Based for calculating the date of t-test that the influence of using a flip chart on students' writing descriptive text has a positive effect.

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[5] Happy Karlina Marjo dan Auliya Safitri,Pengembangan Media Pembelajaran Visual dengan Menggunakan Flipchart untuk.2018.p.188

[6] Puspita Purnamasari entitled the effect of using flipchart on vocabulary Achievement of the fifth year students of Sdn kotakulon 2 bondowoso in the Academic year 2008/2009. S1 thesis of english education department in teacher training faculty at muhammadiyah university of jember.

Based on the reasons mention above, the researcher expects this media can improve the students" vocabulary mastery in descriptive text especially noun. So, the researcher conducted the research in title "The Influence Of Using Flipchart Towards Students' Vocabulary Mastery At The Second Semester Of The Fifth Grade Of Sdn 1 Pardasuka In The Academic Year Of 2021/2022".

B. Identification of the problem

Based on the background of the problem above can identify some problems as follows:

1. The students' vocabulary mastery is still low
2. The students still find difficulties to improve their vocabulary
3. The students felt bored with the technique used by the teacher. The teacher use translation technique that can not attracted the students.

C. Limitation of the problem

Based on identification of the problem above, the researcher focused on the influence of using Flipchart media towards students' vocabulary mastery at the second semester the fifth grade of SDN 1 Pardasuka in the academic year of 2021/2022. The focused of vocabulary kinds on this research was noun and the themes are clothes, animal and public places. That included in the syllabus.

D. Formulation of the problem

Based on background of the research above, the problems are formulated as follows: "Is there any significant influence of using a flip chart towards students' vocabulary mastery at the fifth grade of the second semester of SDN 1 Pardasuka in the academic year of 2021/2022?"

E. the Objective of the research

      The objective of the research is to know whether there is a significant influence of using a flip chart towards the students' vocabulary mastery at the fifth grade of the second semester of SDN 1 Pardasuka in the academic year of 2021/ 2022.

F. Uses of the research

The use of research is as follows:

1. To give an information on the research about the influence of using flip chart media towards students' vocabulary mastery.
2. To help the students learn English easy, particularly for vocabulary.

G. Scope of the research

The scope of the research is as follows:

1. Subject of the research

    The subject of the research is the students in the second semester of the fifth grade at SDN 1 Pardasuka

2. Object of the research

    The object of the research was Flipchart media towards students' vocabulary mastery.

3. Time of the research

    The research was conducted at the second semester in the academic year of 2021/2022.

4. Place of the research

    The research was conducted in SDN 1 Pardasuka.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of theory

1. Vocabulary

a. Definition of vocabulary

People know how to use vocabulary because they use it in everyday life. They use it to express their emotions, to utter their opinion and idea direct or indirect. For instance, they express their idea and opinion on a discussion forum or they can express it indirectly by writing a book or diary.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother in law, which are made up two or three words but express a single idea. There are also multi word idioms such as call a day, where the meaning of the phrase cannot deduce from an analysis of the component words, a useful convention is to cover all such cases by talk about vocabulary items rather than words.[7]

Thornburry states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.[8] It means that vocabulary has big contribution to supporting the successful of learning English. Without vocabulary they cannot developed their language skill namely: listening, speaking, reading and writing.

According to the theories above it can concluded that vocabulary is a list of words that has a big contribution, form and usage to learning english.

Vocabulary is a central of language and one of the materials studied by students of all levels of schools in Indonesia. Every student must learn vocabulary start from

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[7] Penny Ur, A course in language teaching, United Kingdom at the Universitas Press, Cambridge 1991,page.60

[8] Scott Thornburry, *How to Teach Vocabulary*, (Cambridge:Longman, 2002), p.13

primary level, because vocabulary is used by the students to communicate each other. Whereas, mastery refers to have great skill at something or total dominance over something. Mastery is from master, who is someone knowledgeable about a subject. It is impossible to be successful in studying language without mastering the vocabulary. When students try to develop their vocabulary mastery, their thinking and understanding of speaking will improve. Then, they can communicate effectively. Vocabulary mastery is purposed of learning vocabulary, because when learners' mastery vocabulary they are able to use it in daily life.

According to Kridalaksana: "Vocabulary represent: (1) Language component claiming all information about meaning and word usage (2) Vocabulary mastery of the speaker or writer of a language. By mastering a great number of vocabulary is the word which has a meaning, and also taught as well as known by an individual that used to make the learning of foreign language is fasilitation and make easy to transfer the information to the other people in written or spoken form.

Students may be able to learning language effectively as they adequately know English words. In other words, if the students have mastered English vocabulary, their learning activity may be well facilitated. Vocabulary mastery deals with words and meaning, but in learning vocabulary automatically we do not only have to know the meaning of words, but also can use them into sentences.

1. The formation
   a. What partof speech is the word –noun, verb, preposition etc?
   b. How is it spelled –is itregular or irregular?
   c. Does it belong to a family' of words, for example electricity, electrical, electrician?
2. The meaning
   a. Many words have more than one meaning. What exact meaning in which context do you want to focus on?

      b. What is cannotation of items?

      c. Could the vocabulary item have different meaning from meaning?

3. Use

      a. How is the vocabulary item need?

      b. Does it have a retricated use? Does it belong to a particular stule or register?[9]

In this research, the researcher used of Gower's theory to asses vocabulary, they are; word form, word meaning and word use. Thus, vocabulary mastery in this research is the students' ability to use and understand basic words from language, which they have learned in certain situation and which sometime they experienced in their lives including: word form, word meaning and word use with the themes of nouns, verbs, adjective and adverbs.

b. The importance of vocabulary

Vocabulary is really important in a language. If students do not have many vocabulary, they will harden to understand a material that their teacher teaches, especially in English and misunderstanding about what other people say or write. If students have many vocabularies, they can use English well to alter their opinion, idea, feeling as long as they know a topic that they are talking about. Moreover, they will understand a message when they are reading English books, or material that is written in English by a writer.

Without grammar very little can be conveyed, without vocabulary nothing can convey. This is how the linguist David Wilkins in his book Scott Thornbury summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent cookbook (Dellar H and Hocking, D, Innovations, LTP): 'if you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more

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[9] Roger Gower,et.al. Teaching Practice Handbook, (London: Heineman,1995),p.144

words and expressions. You can say very little with grammar, but you can say almost anything with words!'.[10]

According to the theorie above it can concluded that Without vocabulary nothing can be said and without grammar very little can be said. Therefore, students must have a lot of vocabulary so they can use English well to change opinions, ideas, feelings as long as they know the topic they are talking about.

c. Aspects of Vocabulary

According to Harmer there are four basic aspects that students need to know to learn new vocabulary items:

1. Word Meaning : The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonyms, homonyms, and connotation.

2. Word use: Word do not just have different meaning, however. They can also be stretched and twisted to fit the different context and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a colour. In such contexts black and yellow mean something else.[11] for example "Caught stealing cell phones. The young man was dragged to the green table". In such contexts green table mean court.

3. Word combinations: Although words can appear as single item which are combined in a sentence. (*The mongoose bit the snake*), they can also occur in two or more items groups (*The normally lightning-quick reactions of the reptile let it down).* They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different

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[10] Scott Thornburry, *How to Teach Vocabulary*, (Cambridge:Longman, 2002), p.13

[11] Jeremy Harmer, The practice of english language teaching (third edition completely revised and updated) Longman, p.19

from the kinds of word which live together in another [12] It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.

4. Word Grammar: The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Example: Mr. Budi is a postman. He sends the letters everyday.[13]

Based on the theories above, in this research the researcher uses word meaning and word usefor teaching a basic learner especially students of fifth grade, it is achievable for students of fifth grade because the students of fifth grade have not learned about word formation, word classes, word families, and also they have not learned about word grammarand word combination yet. they, two aspects of Harmer to teach vocabulary to students of fifth grade is more suitable.

d. Types of Vocabulary

In English,vocabulary has some types that needs to be learnt. There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornburry. He classified into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners.[14] Those can be described as follows:

1) Noun

There are some definitions about the noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.[15] Its arrangement with the verb

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[12] Ibid, p.20

[13] Jeremy Harmer, *The Practice of English Language Teaching*, (Landon: Longman, 1991),p.19

[14] Scott Thornbury, How to teach vocabulary,Person longman,England 1988, p.4

[15] Marcella Frank, *Modern English a Practical Reference Guide,* (New York : Prentice Hall Inc, 1972)p. 6

helps to form the sentence core which is essential to every complete sentence.

2) Pronoun

A pronoun is a word that replaces one or more than one noun. There are two types of pronoun,they are personal pronoun and reflexive pronoun. Personal pronouns have different forms depending on their person (first, second, or third), number (singular or plural). And form of case (subject, object or possessive). Reflexive pronouns are a unique group of pronouns that always end in either *–self* or *–selves*, for example: *myself*, *ourselves*.

3) Verb

A verb is a word or groups of words that expresses an action, an event or a state. For example: *eat* (an action), *happen* (an event) , and *exist* (a state). The verb is used after subject, or before object or complement.[16] According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.[17]

1. Predicating or Linking Verb

A predicating verb is the chief word in the predicate that says something about the subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*. A linking verb is a verb of incomplete predication. Linking verb is also called copulative verb. The more common of linking verb are appearing, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: The news *sounds* interesting.

2. Transitive or Intransitive Verbs

A transitive verbs take a direct object. For example: He is reading a book. While an intransitive verb does not require an object. For example: The train arrived late last night.

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[16] Ibid, p.52
[17] Ibid, p.48

3. Adjective

    Adjective are words like short, old, cheap, happy, nice, electric. Most adjectives express quality; they tell us what something is like. An adjective always has the same form, except for comparison. An Adjective is a word that describes a person, a thing, for example, *big*, *red*, and *clever* in *red wine,* and c*lever idea*. For example, is *cheap shirt*. Cheap (adjective) describes shirt (noun).

4. Adverb

    An adverb is another word category. As far as meaning is concerned,adverbs often add information in relation to circumstances of manner, time, or place. In other words, they answer the questions 'How?','When?', 'Where?

5. Preposition

    Prepositions belong to a small group or class of words which express relations of place, direction, time or possession. Words belonging to this include: *of, in, on, at, to, from, till, with, for, besides, against, by , towards,* and so on.

6. Conjunction

    Conjunctions are the word that "joins". A conjunction join two parts of a sentence and help to show the connection between two parts of a sentence. There are two basic functions of conjunction; they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

7. Determiner (Articles)

    Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

a. Definite and Indefinite Articles : A, An, The.

    b.   Demonstratives : This, That, These, Those.

    c.   Quantifiers : a few, a little, much, many, a lot of, most , some, any, enough, etc.

    d.   Possessive : my, your, his, her, its, our, their.

    e.   Numbers : cardinal, ordinal number.[18]

From the explanation above the researcher can be concluded they are many kinds of vocabulary that should be mastered by the learner, including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this case the researcher was do the research to know the students' vocabulary mastery in noun especially in concrete and compound noun.

e. Concept of Noun

a) Noun

The popular definition of a noun is describes a person, place or thing.[19]Noun is one of the most important parts of speech, it may function as the chief or "head" word in many structures of modification.[20] So, it means that noun is one of the most important part of speech that must learn to describe a person,place or name of something. For example :

-    Teacher , Mr.Andi, (a person)
-    Jakarta, Niagara Fall, Indonesia (a place)
-    Glass, Bag, Shoes (a thing)

In fact, we use nouns to express a range of additional meanings such as concept, qualities, organization communities, sensation and event. In other terms, nouns are the basic tools for giving names to things and concepts; therefore, learners need to control a large

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[18] Scott Thornburry, Op.Cit p.3

[19] Martin Parrots*, Grammar for English Language Factors,* (Cambridge : Cambridge
Univ Press, 2004), p.7

[20] Marcella Frank, *Modern English a Practical Reference Guide,* (New York : Prentice Hall Inc, 1972)p. 6

vocabulary of nouns as well as associated word such as pronouns, adjectives, and preposition.

It can be conclude that noun is the most important parts of speech or word class that identifies a person or , place, thing, quality, or activity. There are some types of noun, they are :

b) Proper Nouns

Proper nouns are nouns that refer to specific entities. A proper noun begins with a capital letter and are not beginning of sentences are often the names of people , places (town, countries, etc.) , institution, in day of the week, months of the years, ethnic group, names of nationality and language in writing. For examples :

The names of people : Lauren Jack

Place : Indonesia

Day of the week : Tuesday[21]

c) Concrete and Abstract Nouns

1. Concrete noun is a word for a physical object that can be touched,smelled, seen, felt, or tasted. For example : Steak, table, dog, Maria, salt, andspoon.

2. Abstract noun is a word for a concept that exists in our minds only. For example : beauty, justice, love, freedom,etc

d) Countable and Uncountable Nouns

1. Countable nouns are for things we can count using numbers. They have a singular and a plural form. Countable noun can usually be made plural by the addition of –*s*. For example : three books, and two girls.

2. Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted

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[21] Martin Parrots, Op.Cit., p.9-10

(liquids, powders, gases,etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form. For example : oil, water, money, sugar, etc.

e) Collective Nouns

Collective noun is a word for a group of people, animals or objects considered as a single unit. For example : family, collony, audience,etc.

f) Compounds Nouns

Compound nouns contains two or more words which join together into one vocabulary.[22] Compound nouns consist of the following composite forms.

1. Closed form such as *softball* and *toothpaste*,
2. Hyphenated form such as *six-pack* and *son-in-law*
3. Separate words (open form) such as *post office* and *upper class* that go together by meaning.

f. Concept of Teaching Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen we have to know vocabulary first. A person said to know a word if they can recognize its meaning of it and also understand and can use it in sentence context.

According to Scott Thornbury, "here are the five of the factors that have related to teaching set of words be considered by the teacher.

1. The level of the learner
2. The learner likely familiarity with words
3. The difficulty of items
4. Their teaching ability
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).[23]

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[22] Marcella Frank, Op.Cit., p.7

From the statement above that students have different level and teacher encourage their students to gain success in learning the language. The media and method or technique might be the one motivating them on teaching language. The goal of learning vocabulary is to know the meaning of the words or to understand the meaning of the words. We do not just memorize or write that the teacher speaks.

2. Media

a. Definition of Media

Arsyad said, the media are components of learning source or physical facility containing instructional material in students" enviroment that attack them to learn.[24] media that are often replaced with the word "mediator" is a cause or tool that intervenes in two parties and reconciles it. the term media mediator shows its function or role, which is to organize effective relationships between two main parties in the student learning process and the content of the lesson.[25]

In the present era teachers are required to be able to use tools that are already available in schools and usually tools that are already available in schools are modern tools in accordance with the times. In addition to being able to use available tools, the teacher is also required to be able to develop his skills with teaching media that will be used if the media is not yet available in his school.

For this reason, the teacher must have sufficient knowledge about the media teaching, which includes:

1. Media as a communication tool to make the teaching and learning process more effective.

2. The function of the media in order to achieve educational goals.

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[23] Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2009), p. 75-76

[24] Azhar Arsyad, Media Pembelajaran, PT Raja Grafindo Persada, Jakarta, 2013, p. 4

[25]Ibid ,p.03

3. The intricacies of the learning process.
4. Relationship between teaching methods and educational media.
5. Value or benefits of educational media in teaching.
6. Selection and use of educational media.
7. Various types of educational media tools and techniques.
8. Media education in each subject.
9. Business innovation in educational media.[26]

From the definition above, it can be concluded that learning media are an educational facility that can be used as an intermediary in the learning process to enhance effective and efficient in achieving teaching goals. In a broader sense of learning media are tools, methods and techniques use in order to more effectively communicate and interaction between instructors and learners in the learning process in the classroom. Understanding the media more broadly can be interpreted by humans, objects or events that make the conditions of students allow to obtain knowledge, skills or attitudes.[27]

From the overall understanding above in general it can be said that the substance of learning media is 1) the form of the channel use to channel messages, information or learning material to the recipient of the message or learner 2) various types of components in the learning environment that can stimulate learners to learn 3) forms physical tools that can present messages and stimulate learners to learn and 4) forms of communication that can stimulate learners to learn, both print and audio, visual and audio visual.[28]

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[26] Arsyad, *Media Pembelajaran,* cetakan kelima, (Jakarta : Raja Grafindo Persada, 2005), p. 2

[27] Usman, *Metodologi Pembelajaran Agama Islam*, (Jakarta: Ciputat Pers, 2002), p. 127

[28] Sanaky, *Media Pembelajaran*, (Yogyakarta: Safiria Insania Press, 2009), p. 4.

a. General characteristics of Media Education:

1) Educational media have a physical understanding which is now known as hardware (hardware), which is something that can be seen, heard or touched with the five senses.

2) Media education has a non-physical understanding known as software (software), namely the content of messages contained in hardware which is the content that is intended to be conveyed to students.

3) The emphasis on educational media is visual and audio.

4) Media education has an understanding of tools in the learning process both inside and outside the classroom.

5) Media education is used in the context of communication and interaction between teachers and students in the learning process.

6) Educational media can be used en masse (for example: radio and television), large groups and small groups (for example: films, slides, videos, OHP), or individuals (for example: modules, computers, radio stations, tapes, video recorders) .

7) Attitudes, actions, organization, strategy and management related to the application of a science.[29]

Characteristics of media education, according to Gerlach and Ely in the quote Azhar Ashad:

1) Fixative characteristics

This feature describes the ability of the media to record, store, preserve and reconstruct an event or object. An event or object can be sorted and reconstituted with media such as photography, video tape, audio tape, computer diskettes and films.

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[29] Arsyad, *Media Pembelajaran*, p. 6-7

2) Manipulative characteristics

The transformation of an event or object is possible because of the media has manipulative characteristics. Days of events can be presented to students in two or three minutes with time-lapse recording.

3) Distributive Characteristics

Distributive characteristics of media allow an object or events are transported through space, and simultaneously these events are presented to a large number of students with relatively similar stimulus experiences regarding the event.[30]

b. Concept of Media

A media (plural, media) is a means of communication and some of the information. Derived from a Latin word meaning the term refers to anything that carries information between a source and receiver, example include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide message with an instructional purpose. Media come from Greek Languages (Medius) is meant, mediator, or escort. Media also derived from the Latin word "Medium" that means "Between". The term refers to anything that carries information between a source and receiver. The specific word, the understanding from media in learning process means graphic instruments, photographic, or electronic to cheat, processes and arrange the visual information or verbally.[31]

Based on the definition above, it can be concluded that media is one tool or method and technique can be used to send the message or information from the source to receiver. In this case source is teacher and receiver is a student. Media can use to transfer knowledge in teaching learning process.

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[30] Arsyad, *Media Pembelajaran*, p.12-14
[31] Azhar Arsyat. *Media Pembelajaran*, (Jakarta: Grafindo Persada, 2005) p.3

c. **Kinds of Media**

Based on Patel, there are three types of teaching and instructional material as follows:

1) Visual aids:

a. Boards: Blackboard, Flannel boards, soft boadrs.

b. Charts: Flipchart, Maps, Pictures, Drawings.

c. Statistic and Working Modal.

d. Film strip, Slide Projector, OHP, Transparencies and Episcope.

2) Audio aids :

a. Audio Cassette Player

b. Radio

3) Audio Visual aids:

a. Video Cassette player

b. video Compact Disc Player

c. Television

d. Film Proyector[32]

It can be concluded that many types of media that can be used in teaching learning process. We can use those media depend on our need. Then for the teachers, they can use various types media to help them teaching in the class.

3. **Flipchart**

a. **Definition of Flipchart**

Flip charts are pictures or graphs that expand the development of ideas, objects, institutions or people in terms of time and space in sequence.[33] A good flip chart must be understood by children, simple (not complicated and convoluted) and up to date. a flip chart or feedback chart

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[32] Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools,& Techniques)*, (Sunrise Publishers & Distributors: Jaipur : 2008) , p. 59

[33] Azhar Rasyad, dkk, Media Pembelajaran,2006,p.35

presents any information in which the sequence of information is difficult to show on a chart.[34]

Flipchart can be used as a delivery of learning command. In use can be reversed if the message on the front sheet has been displayed and replace with the next sheet that has been provide. If the sequence information to be present are difficult to show in as wide a chart, flipchart can be used.[35]

The learning media that are often used for vocabulary learning is flip charts. This learning media is not a new learning media, it is only a modification of the classical method of memorizing vocabulary. Flip chart is a simple and quite effective print media. Simple seen from the process of making it relatively easy and effective because the flip chart is used as a medium for delivering learning messages in a planned or direct manner and makes accelerating the achievement of objectives by saving time for teachers to write or draw on the board. In addition, an interesting presentation will make students more enthusiastic, can also be used inside and outside the classroom, and can also increase student learning activities if managed properly.[36]

Usage of flipchart is one way to save teachers time to write on the blackboard. The sheets of paper of the same size are both bound together to be cleaner and better. Presentation of information means either: (a) pictures (b) Letters, (c) Diagram, (d) figures. Serving on the flip chart should be adjusted by the amount and the maximum distance students can see the flipchart and planned a suitable place where the Flipchart is placed.[37]

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[34] Arief Sadiman and Friends, *Media Pendidikan*, 2005 (Jakarta, PT. Raja Grafindo Persada), p.37

[35] Arief Sadiman and Friends, *Media Pendidikan*, 2012 (Jakarta, PT. Raja Grafindo Persada), p.37

[36] Rudi Susilana and Cepi Riyana, *Media Pembelajaran*, 2009, (Bandung, CV Wacana Prima), p.87

[37] Rudi Susilana and Cepi Riyana, *Media Pembelajaran*, 2007, (Bandung, CV Wacana Prima), p.86-87

According to the theories above, it can concluded that lip chart is a media in the form of sheets of paper containing messages, both in the form of pictures and writing. The messages are delivered sequentially and are well organized.

b. Advantages of Flipchart

The following are Advantages of Flipchart :

1. Able to present learning messages in a concise and practical manner which is able to present learning messages in a concise and practical manner because they are generally of a smaller size than the standard size of a whiteboard, so a learning message is presented in a concise manner covering the main points of learning material. This is important to do in learning where the main points of information presentation are presented through media presentations that aim to focus student attention and guide the flow of material presented.

2. Can be used indoors or outdoors ie this media does not use electric current so that if it has to be used outdoors where there are no power lines it is not a problem.

3. The materials for making materials are relatively cheap, namely the basic material for making flipcharts is paper as a medium for expressing ideas and learning information. Paper that is needed is not specific, it must use a certain paper, but all types of paper can basically be used, such as cardboard, or can also be used buffalo paper. The price of this paper is cheap and affordable. We can also use cheaper paper, which is frosted paper. Besides paper, other materials what is needed to make a flipchart is wood for support and a support base that can be made from plywood (plywood).

4. Moveable.

5. Increase student creativity in terms of appearance and design, the flipchart is generally divided into two

presentations. The first is filled with learning messages, such as whiteboards, but the flipchart is small and uses markers as a writing tool. Second, before the flipchart (Flipchart) containing learning messages prepared in advance in the form of pictures, text, graphics, charts and others. Of course in this case the teacher needs to prepare the materials needed to be presented in Flipchart.

c. **Disadvantages of Flipchart**

The following are disadvantages of flipchart :

1. Can only be used for groups of students of about 30 people.
2. The serving must be adjusted to the maximum number and distance of students who see flipchart media.
3. Does not last long because the basic ingredient in making Flipchart is paper.[38]

d. **Procedure of Teaching by using flipchart**

The using of Flip Chart is the message or content of the material can be delivered in stages by inverting the images one by one,each image or message to be conveyed placed on different sheets of paper.[39] This media is used depending on what teaching procedures will be used. In the teaching procedure flipchat uses two procedures, the first is the lecture procedure, the flip chart is opened directly in accordance with the topic of discussion to be explained or written about things that need to be written, in this procedure the flipchart can also be used to teach vocabulary to students. Second, the procedure quantum, flipcharts can be songs, words of wisdom, or anything that supports the excitement of the class and is not a center of student learning concentration. Flip

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[38] Desi eka pratiwi dan Mulyani,penerapan media *flipchart* pada pembeajaran tematik untuk meningkatkan hasil belajar siswa sekolah dasar, volume 01 Nomor 02 Tahun 2013,p.5

[39] Hardiyanti M,Nurhayati B,Muhammad Junda, The Effect Of Using Flip Chart Learning Media Toward Students Biology Learning Outcomes,2018,p.7

charts are not directly used, but can be a variation of teaching material emphasis. Flipcharts can be used as model images for learners to construct so that they get their inquiry after digging up flipchart image information through various learning questions. And so on. In its presentation, flipchart can be in the form of pictures, diagrams,chart, letters and numbers.[40]

According Rudi Susilana and Cepi Riyana, how to use a flipchart are as follows :

1. Preparing themselves, in this case the teacher needs to master the learning materials well, have the skills to use the media. To expedite doing repetitive, even though not directly in front of students. Prepare the tools and materials that might be needed.

2. Appropriate placement, namely Paying attention to the position of appearance, or such that it can be seen well by all students in the classroom.

3. Student arrangements, is For better results, it is necessary for student arrangements such as students to be formed into a half circle. Also pay attention to students so as to get a good view.

4. Introduce the subject matter is material presented first is introduced to students at the beginning of opening learning. Ways that can be done for example by telling stories or linking learning with events in the environment.

5. Present the picture. After entering the material, start showing flip chart sheets and provide sufficient information. Use simple language so that it is easy for students to understand.

6. Give students the opportunity to ask questions, is the teacher should be able to provide a stimulus so that students want to ask questions, asking for clarification whether the material that has been conveyed is clearly

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[40] Azhar Arsyad,media pembelajaran, (Jakarta:Raja Grafindo Persada,2003)p.40

understood or still unclear. If necessary students provide comments on the contents of the Flipchart (Flipchart) that has been submitted.

7. Concluding material I Conclusions do not have to be by the teacher, but rather students who must conclude the material reinforced by the teacher. If deemed necessary, the teacher opens several flipcharts (Flipcharts) that are considered important.[41]

➤ Teaching Vocabulary by Using Flip Chart Media

The use of flip chart media in teaching vocabulary to help the teacher and the students in the learning process. There are some activities in teaching vocabulary with flip chart which can be applied in the classroom. Activities for using flip chart. They are:

1. Pre-Teaching The process in pre-teaching; first, teacher come in to the class and open the class. Second, teacher ask the students to pray based on their belief. Third, teacher cheeks students attendance. Fourth, teacher asked the last material and teacher asked the students to open book the next lesson.

2. While-Teaching This activity to make the students easy in teaching vocabulary mastery as follows; first, the teacher introduce the subject matter. Second, the teacher shows the picture after entering the material, start showing sheets of flip chart. Third, teacher ask the students to say what the students see the material based on flip chart media about. Fourth, teacher ask the students to make the other example from the material based on flip chart until their understood. Fifth, teacher give students the opportunity to ask about the material. Sixth, teacher give task to the students. Seventh, teacher gives responds to the entries made by students. Eight, teacher collect the students' work.

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[41] Rudi Susilana and Cepi Riyana,. 2009. Media Pembelajaran. Bandung: CV Wacana Prima, p. 93

3. Post-Teaching Teacher gives feedback, asked the students about what they do not understand and summarize the lesson about the lesson. The teacher also asked the students to conclude the lesson. The activities as follow: First, teacher give feedback to the teaching process. Second, teacher and students conclude the lesson. Third, teacher gives the students homework. Fourth, teacher informs the next material and the last teacher close the class.

4. Theory of textbook

a. Concept of textbook

There are many kinds of media that can be used in the process of learning and textbook is a basic media in teaching and learning process. According to Richards, textbooks are used in different ways in language programs, for example, a speaking text might provide passage for students to read and discuss.[42] It means that we can use textbooks in many ways which skill that we need to increase. Onasanya states that: The print media are some of the oldest media in education. This category of media is useful for informational or motivational purposes. They are used to convey verbal information through print. They form the most widely used media in education and they include textbooks, periodicals encyclopedia, newspapers, magazines, file records minutes, and so on. From the statement above, the textbook is the print media that can give motivated students to get much information in teaching and learning process, also this media include of the oldest media in education.

b. Procedure of Teaching Vocabulary Using Textbook

In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language too is then present. The students now practice the language

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[42] Jack C. Richards, *Curriculum Development in Language Teaching* (New York:PressSyndicate of the University of Cambridge, 2001), p. 254.

using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher conducting), individual repetition (where individual students repeat a word, phrase, or sentences at the teachers urging) and cue-response drills (where the teacher gives cue) these have similarities with the classic kind of audio-lingual that has been presented, they carry more meaning than a simple substitution drill. Latter the students, using the new language, make sentence of their own, and this is refer to as production. The following elementary-level How to Teaching Vocabulary by Using textbook

1. Introducing learners to a topic by asking them to open to relevant chapter and scan the pages.
2. Encourage them to look for pictures, headings, bolded words, and any charts/graphs.
3. After a minute or two, ask them to suggest what they think the particular chapter addresses.[43]

That is some steps in teaching vocabulary through textbooks that can help students, especially in junior high school to understand their material. This media can be use with a whole class, small group, pairs, or individual to lead students to inquiry about words and adding them to their vocabulary.

c. The advantages of Using Textbook

According to Richards, there are some advantages of using textbooks as media in the classroom.

1) Textbooks can save teachers time.
2) Textbooks can provide support for teachers whose first language is not English.
3) Textbooks may serve primarily to supplement the teachers"
instruction.[44]

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[43] "*The effective use of textbooks in the classroom*"(On-line) *https://www.umalusi.org.za/docs/presentations/2015/textbooks.pdf,*(4 Maret 2020)

From the statements above, it means that textbook is the basic media for learning, it can make easy for teachers to explain and understand the material for the learners. A Textbook can also support the teacher and students in teaching and learning process because it matches the needs of that situation perfectly.

d. The Disadvantages of Using Textbook

According to Richards, there are also some disadvantages of using textbook as media in the classroom:

1) They sometimes present in authentic language.
2) Textbooks often present an idealized view of the world or fail represent real issue.
3) Textbooks may not reflect students" need.[45]

Based on the statement above, it means that textbook must be appropriate to the context, the language should be clear and based on the level of students as well as in accordance with the needs of the students to understand the material. But, students need other media that it can make them interesting to learn in the classroom because information of textbooks is not current and relevant, students only see one perspective on a concept or issue.

B. Frame of Thinking

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore the teacher should have such kind of strategy to make the students are interested in learning English. The teacher must prepare the materials as well, use suitable strategies and media in teaching and learning vocabulary. In this case, the teacher can help the students by using flip chart as a media in learning vocabulary. By using flip chart in learning vocabulary, the researcher hopes that the students can learn more creatively and have good progress. Based on the

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[44] Jack C. Richards, *Op. Cit*, p. 255
[45] Jack c. Richards, *Op. Cit*, p. 255

previous explanation, learning vocabulary through Flipchart can increase students' vocabulary mastery and another component in Language skill. Charades can produce many words that can be kept in students' mind for a long time. flipchart media can be used in teaching vocabulary, because there are so many words appear and it can improve the students' vocabulary mast

C. Hypothesis

Based on the theories above, the hypotheses would like to propose as follows:

Ho = There is no significant influence of using flipchart towards students'..vocabulary..mastery at the second semester of the fifth grade of SDN 1 Pardasuka in the academic year of 2019/2020. Ha = There is a significant influence of using flipchart towards students' vocabulary mastery.
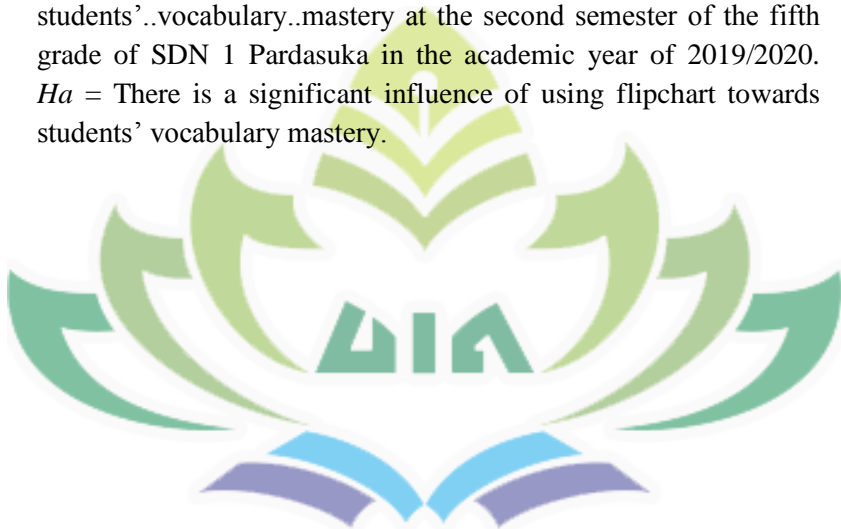
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