

**THE EFFECT OF FLIP CHART  
ON VOCABULARY LEARNING OUTCOMES  
AT THE 8<sup>TH</sup> GRADE STUDENTS  
OF SMP NEGERI 1 TARUB TEGAL REGENCY**



**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
University of Prof. K.H. Saifuddin Zuhri as a Partial Fulfillment of the  
Requirements for Achieving the Bachelor Degree on English Education  
(S.Pd.)**

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## **MOTTO**

“All the things in this life are like truth and dare, we have to face them.”

*-Anonymous*





## DEDICATION

*I, me, myself, thank you for struggling hard and surviving all the challenges.  
My beloved parents, Waryati (Mama) and Karmani (Bapak). Thank you for all the  
supports and prays for my success and to finish my study.*



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Purwokerto, 28th of December 2021

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**THE EFFECT OF FLIP CHART ON VOCABULARY LEARNING  
OUTCOMES AT THE 8<sup>TH</sup> GRADE STUDENTS OF SMP NEGERI 1  
TARUB TEGAL REGENCY**

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**ABSTRACT**

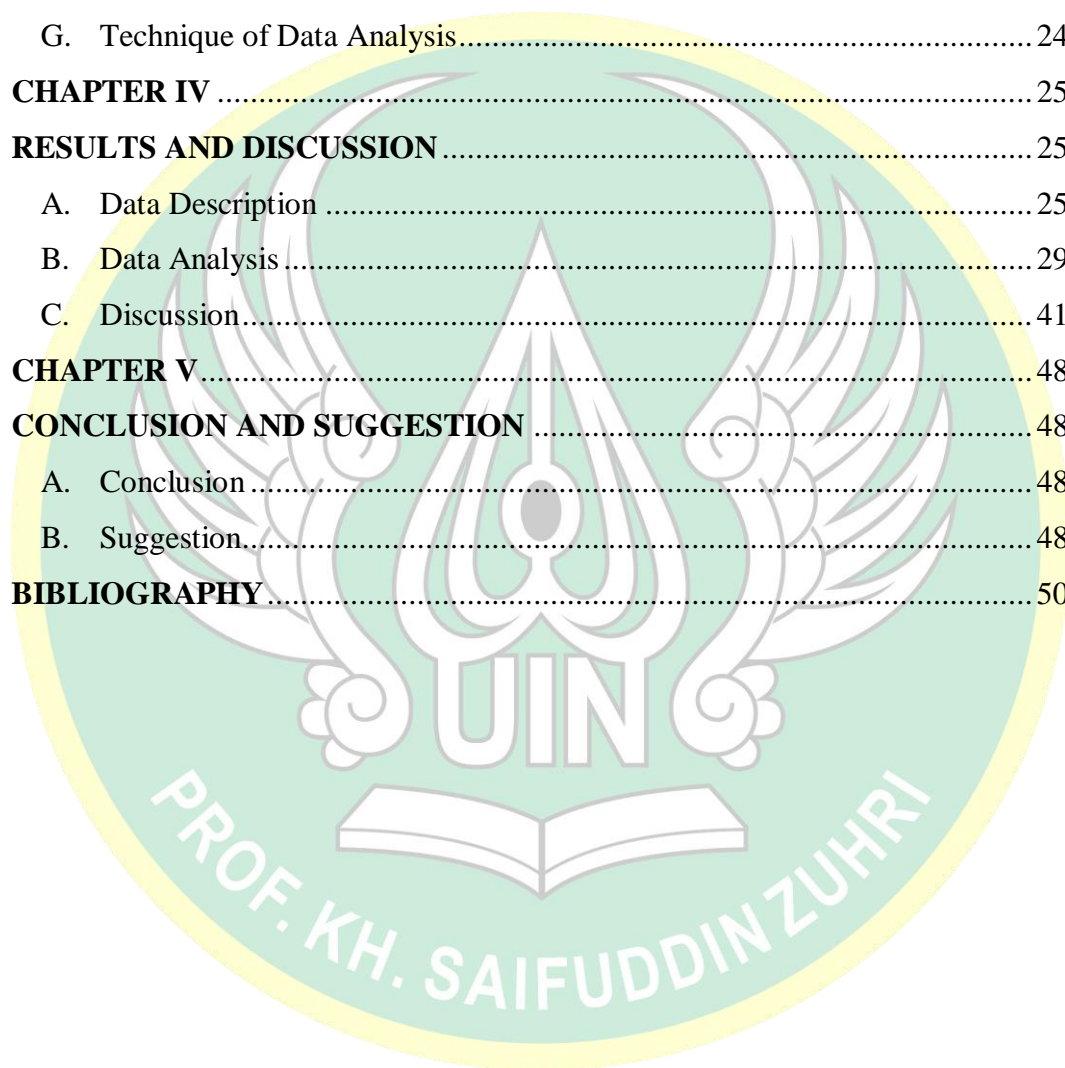
This research was aimed to answer whether or not using flip chart can affect vocabulary learning outcomes at the 8<sup>th</sup> grade students of SMP Negeri 1 Tarub Tegal Regency. The problems of this research were the teacher only used monotonous teaching method through explanation. The students were lack interest and bored in learning english especially in memorizing vocabulary. The researcher used a *quasi-experimental* method and quantitative approach. The population was the eighth grade students of SMP Negeri 1 Tarub, in academic year 2020-2021. The sample was selected by using random sampling technique which was consist of 32 students of VIII-G as a control class and 32 students of VIII-I as an experimental class. To collect data, *pre-test* and *post-test* with multiple choice. The results of the *Paired Sample T-test* showed there was significant difference in vocabulary learning outcomes before and after the treatment in experiment class. It showed by the mean of pre-test was 62,38 while the mean of post-test was 86,13. The results of *Independent Sample T-test* showed there was improvement in vocabulary learning outcomes of the students who were taught through flip chart. It showed by precentage of pre-test and post-test in experimental class from 37,5% to 93,8%.

**Key words:** *Flip Chart, Vocabulary Learning Outcomes, Teaching Vocabulary*

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# CHAPTER I

## INTRODUCTION

### A. The Background of Study

English as a universal language is so influential in many aspects such as communication, social culture, even education. English has become an important subject and has been applied in every level of education from elementary until tertiary education. However, most students think that English is not easy to learn. The main factor is that English is not their mother tongue. They are required to master several skills such as reading, writing, listening, and speaking. One of the learning components that is also important is vocabulary mastery.

According to Hornby, in Lestari, a person's vocabulary is all known and used. It is also about all the words in a particular language<sup>1</sup>. From the statement above, we can conclude that vocabulary is such an essential element that is familiar and used by a person to communicate with each other in a language. Vocabulary is an essential thing that must be mastered to receive and exchange information. Based on Nation in Alqahtani, acquisition of vocabulary is vital for a success second language use and performs a important role within the formation of entire spoken and written texts<sup>2</sup>. Students can communicate orally and write correctly by getting to know the vocabulary. If students have an adequate vocabulary, it will help students reach four English language skills. Meanwhile, if students are weak in mastering vocabulary, it will be challenging to reach the four skills.

According to Berne & Blachowicz in Susanto, recent research indicates that many instructors are not assured approximately first-rate practice to teaching vocabulary and stressed to begin an educational

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<sup>1</sup> Ayu N. Lestari, "The Effectiveness of Using Hangaroo Game for Teaching Vocabulary (An Experimental Research at Seventh Grade Students of SMP Negeri Sokaraja in Academic Year 2014/2015)", *Thesis*, Universitas Muhammadiyah Purwokerto, 2015, p.5.

<sup>2</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught," *International Journal of Teaching and Education*, 2015, Vol. 3, p.22.

emphasis on word learning. This statement is the answer to why teaching vocabulary can be tricky<sup>3</sup>. Teaching words is an essential component in gaining knowledge of languages that are primarily based on words. It is miles impossible to examine a language without words; even verbal exchange among humans is primarily based on words<sup>4</sup>. Both teacher and student agree that the vital issue in coaching a language is vocabulary acquisition. They have to deal with how to gain satisfying results. The teacher should be prepared and find out the best technique applied to students. Teachers have to be capable of gaining knowledge of the material so that it will be understood by the students, trying to make students involved and glad in the teaching and learning process.

Appropriate media can attract students' in addition to explanations from teachers and vocabulary sources found in books and dictionaries. Learning media genuinely helps students to get information about the material being studied. Sometimes students have failure and pass over the information in receiving the messages conveyed by the teacher, so they need a tool in the learning process called learning media.

In teaching vocabulary, some media has been proven to the effective. A study by Zeni Safirah informed that cards ought to enhance students vocabulary mastery through using vocabulary cards<sup>5</sup>. Ridho Istianto confirmed that word wall would possibly have an advantageous impact in enhancing students' vocabulary mastery and suggest word wall as an opportunity in teaching vocabulary<sup>6</sup>. Teaching vocabulary using hangaroo game is also recommended as a learning media for vocabulary mastery<sup>7</sup>.

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<sup>3</sup> Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Journal of Teaching and Education*, 2017, Vol. 1, p. 185.

<sup>4</sup> Mofareh Alqahtani, 'The Importance of Vocabulary, ..., p. 24.

<sup>5</sup> Zeni Safirah, "Improving Vocabulary Mastery Through Vocabulary Cards of Grade VII Students at SMP Institut Indonesia Yogyakarta in the 2015/ 2016 Academic Year", *Thesis*, Institut Indonesia Yogyakarta, 2016

<sup>6</sup> Ridho Istianto, "Improving Students' Vocabulary Mastery Through Word Wall," *Journal of Lampung University*, 2013

<sup>7</sup> Ayu N. Lestari, "The Effectiveness of Using Hangaroo, ...

Among them, the flip chart is one of the media commonly used in teaching vocabulary mastery. Murni's research showed that the improvement means score between the first and second cycles was significant. The first cycle was 22.58%; meanwhile, the second cycle was 90.32%<sup>8</sup>. The use of flip chart media can be an alternative learning media used in supporting vocabulary mastery in the classroom. It can help teachers get a new teaching method. Based on the researcher's observation, there were some problems that happened in SMP Negeri 1 Tarub. The English teachers are still using the monotonous technique. The learning-teaching method is still applied through an explanation by a teacher who needs refreshment to help students in SMP Negeri 1 Tarub who lack interest in English learning especially in memorizing vocabulary.

SMP Negeri 1 Tarub has problems more prominent than the other junior high school in the Tarub sub-district. It is also considered the location is strategic to have access and find out or do a research more deeply about the problems to be studied.

However, this method had never been used in SMP Negeri 1 Tarub. For that reason, it was necessary to know whether this method effectively teaches vocabulary in SMP Negeri 1 Tarub. To know its effectiveness toward vocabulary learning outcomes, it needs experiment research.

Therefore, this research measured students' vocabulary learning outcomes, entitled **“The Effect of Flip Chart on Vocabulary Learning Outcomes at the 8th Grade Students of SMP Negeri 1 Tarub Tegal Regency”**.

## **B. Operational Definition**

It is crucial to define the phrases or variables of this examination to keep away from a false impression of the problem and guide the researcher to discuss it similarly. This study will be focused on the effect of

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<sup>8</sup> Murni, “Improving Vocabulary Mastery by Using Flip Chart Media at Grade VIII Students of SMP Negeri 1 Batang Angkola”, *Thesis*, IAIN Padangsidempuan, 2020



vocabulary learning outcomes taught by the flip chart. The following are brief clarifications of the terms used in this thesis;

### 1. Flip Chart

Learning media is any device or instrument utilized by a teacher within the teaching and gaining knowledge process to reap the learning goals effectively. Media is derived by Latin phrase, named "medium" as the plural form<sup>9</sup>. Referred to Badru, the media is a channel of communication<sup>10</sup>. In the meantime, the flip chart is a big item like a notebook. It carries a series of sheets or pages certain collectively by using a ring, like a calendar that can be flipped. Its use targets to guide the presentation of contents with images, phrases, or texts illustrative synthesize the concept<sup>11</sup>. Thus, a flip chart as learning media is a teacher's aid resembles a flipbook containing pictures, information text, or illustrative relevant to learning material and is used as a learning messenger to students.

### 2. Vocabulary

Vocabulary is all the words known and used by a particular person. In general, vocabulary becomes one aspect that every student should own to understand and master English vocabulary. People can not recognize something without understand the meaning first, and it may be constituted of understanding word by word. Vocabulary provides much of the basis as a core component of language proficiency for how well learners speak, listen, read, and write. It means vocabulary gives significant impact to make learners are able in some skills; speaking, listening, reading and writing<sup>12</sup>. Vocabulary holds a few essential roles within teaching-learning system. They may be

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<sup>9</sup> Hardiyanti M, *et al.*, "The Effect of Using Flip Chart Learning Media Towards Students Biology Learning Outcomes," *Proceedings of ISER 124<sup>th</sup> International Conference*, Tokyo, Japan, 29-30 April 2018, p.7

<sup>10</sup> Badru Zaman, *Media dan Sumber Belajar TK*, Jakarta: Universitas Terbuka, 2007, p.63

<sup>11</sup> Lutfi A. Pratiwi, "Using Flip Chart in Teaching Speaking to the Tenth Grade Students of MAN Lubuklinggau," *Institute of Teacher Training and Education*, 2015, p.409

<sup>12</sup> Richards and Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, USA: Cambridge University Press, 2002, p. 255

promoting fluency, boosting comprehension, enhancing achievement, and improving thinking and verbal exchange<sup>13</sup>.

### 3. Learning Outcomes

Learning outcomes are statements that describe the expertise or abilities students ought to accumulate through the end of a selected project, magnificence, course, or program and assist students to apprehend why that information and people competencies could be beneficial to them. Learning outcomes are the consequences accomplished within the form of numbers of rankings after being given a learning final results test at the end of every lesson<sup>14</sup>. The value acquired by way of students is a connection with see the mastery of students in receiving situation depend. Learning outcomes are the competencies that students have after receiving a learning revel in<sup>15</sup>. The definition of different learning outcomes is a exchange in conduct and standard skills possessed by way of students after getting to know, which form inside the form of cognitive, affective, and psychomotor capabilities (not simply one potential element) due to experience<sup>16</sup>.

#### C. Research Questions

Based on the background of the study above, the research questions are formulated as follows:

1. Does flip chart affect vocabulary learning outcomes in SMP Negeri 1 Tarub?
2. How significantly effective is flip chart on vocabulary learning outcomes in SMP Negeri 1 Tarub?

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<sup>13</sup> Bromley, *The Language and Literacy Spectrum*. New York: The New York State, 2004, p. 3-4

<sup>14</sup> Dimiyati & Mudjiono, *Belajar dan Pembelajaran*, Jakarta: Rineka Cipta, 2006

<sup>15</sup> Sudjana, *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Ramaja Rosdakarya, 2010, p. 22

<sup>16</sup> Aneu Agustina *et al.*, "Application of Discussion Methods to Improve Student Learning Outcomes in Class IV Students in SDN 084 Cikadut", *Journal of Elementary Education*, 2018, Vol. 1(2), p. 59



#### **D. Objectives of The Research**

Based on the background of the research, there are two objectives that the writer wants to get, they are:

1. To determine whether flip chart influences vocabulary learning outcomes in SMP Negeri 1 Tarub.
2. To find out the significant effectiveness of flip chart on vocabulary learning outcomes SMP Negeri 1 Tarub.

#### **E. Significances of The Research**

The research result is expected to be able to give some benefits for;

1. The teacher  
The teacher can describe how to use the teaching technique to junior high school students effectively with their characteristics.
2. The readers  
The research can be an additional reference for those who want to research an English teaching process, significantly improving students' English speaking ability.
3. Further to help the other researcher conduct further research on the same topic.

#### **F. Structure of the Research**

To do systematic research, that is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follows:

Chapter I presents an introduction. It consists of a background of the study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods, and research structure.

Chapter II explains flip chart theories, which are divided into some sub-sections.

Chapter III consists of a research method that deals with the research design, time and place of the research, population, sample, instruments for obtaining data, techniques for collecting data, and analyzing data.

Chapter IV presents the research results, which discusses the effect of the flip chart on vocabulary learning outcomes.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the researcher concludes and gives suggestions related to the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Flip Chart as Learning Media

###### a. Definition of Flip Chart as Learning Media

Learning activities can take place effectively by using learning media as a tool for a teacher. The teacher can conduct many ways to foster the quality of students' learning. The usage of game or other tough learning method can encourage students, and bringing contextual and sparkling material or interactive media can stimulate it from internal<sup>17</sup>. Learning strategies include methods and media used in the learning process. Media is an aspect of the learning strategies that contain messages that the distributor desires to be delivered to the target or recipient of the message<sup>18</sup>. According to Musfiqon in Puspitarini, learning media is described as a tool within the physical and non-physical used by a teacher to convey material to students to be more effective and efficient. So that the learning materials are more quickly well-known by students intact in addition to attract students to examine more<sup>19</sup>.

Learning media is presents something challenging to expose, visit, or visible by students, either because of size too massive like the solar system, is too small as viruses, or period the system is too long<sup>20</sup>. Therefore, with the presence of the learning media, those current obstacles can be triumph over. Through using learning media, the learning method turns into more varied. Students can

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<sup>17</sup> Y. D. Puspitarini, "Using Learning Media to increase Learning Motivation in Elementary School," *Anatolian Journal of Education*, 2019, Vol. 4(2), p. 53

<sup>18</sup> Trianto, *Mengembangkan Model Pembelajaran Tematik*, Jakarta: PT Prestasi Pustaka, 2009

<sup>19</sup> Y. D. Puspitarini, "Using Learning Media, ....", p. 54

<sup>20</sup> Indah Rahmadhani, "The Use of Quipper School Application as Media Interactive in Independent Learning (Descriptive Qualitative and Quantitative Research at SMA 1 Banda Aceh)", *Thesis*, Universitas Muhammadiyah Aceh, 2019, p. 13

get a concrete learning experience immediately through learning media. Thus, the interconnectedness between theory and practices or scientific expertise in the field can be felt and seen by them. Also, the efficiency of the learning process can be supported by learning media because media can reach students in specific places and inside the scope of countless at any given time.

A flip chart as learning media are sheets of paper that resemble albums or calendars or smaller as a flipbook organized in a series that is bounded with a ring on the top<sup>21</sup>. The flip chart is a visual media that contains information symbolically. According to Desi Eka Pratiwi in Aziz *et al.*, the flip chart or feedback chart shows information. Components of a message are written or mentioned in separate sheets; then, sheets are bundled into one. The simplest way to use a flip chart is to show the sheets one by one in keeping with the message brought<sup>22</sup>. Creating a new flip chart requires quite a little time, in order that not many teachers want to apply flip chart for learning. However, a flip chart has much positive impact on students if the teacher delivers it well. The flip chart serves to visualize ideas or concepts that are difficult to understand if delivered orally, for example, in the form of pictures, charts, and diagrams. A flip chart loads all messages to be conveyed, but the message is presented in some stages. Each message or chart is placed on a different sheet of paper. The presentation of the materials or information can be in the form of drawings, diagrams, letters, and numbers<sup>23</sup>. The materials to create a flip chart are usually from easy unfolds paper that is easy to write

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<sup>21</sup> Murni," Improving Vocabulary, ..., p. 19

<sup>22</sup> Abd. Aziz. *et al.*, "Improving Student, .....", p. 4629

<sup>23</sup> Cecep Kustandi and Bambang Sucipto, *Media Pembelajaran: Manual dan Digital*, Bogor: Ghalia Indonesia, 2011, p. 55



also colorful bright<sup>24</sup>. Based on Zuhriyyah cited in Murni, flashcard and flip chart is learning media that a bit of paper that carries pictures or positive writings that may be applied in developing vocabulary learning<sup>25</sup>. It means that a flip chart no longer handiest indicates a picture however a flip chart may be used to development of vocabulary.

#### **b. Functions of Flip Chart**

Learning media is a tool that can be used in the teaching and learning process and serves to clarifi the meaning conveyed with the aim that learning is better and perfect. As learning media with a visual form such as a graphic or card, the flip chart can be used in vocabulary development. The use of the flip chart is expected to increase interest due to work with students gaining of knowledge, not only listened to a description of the material that is brought with a teacher lecturing but students are also invited to view the evidence visualized chart<sup>26</sup>. The flip chart can be used as a media to deliver learning messages. It means that a flip chart not only know what the students learn but can make the students create in the class<sup>27</sup>. The flip chart additionally has several functions in the learning process. They are:

- 1) Make clear the message in order no longer to be too verbalized,
- 2) To conquer space, time, energy, and power of sense.
- 3) To arouse a more excellent learning process, especially in direct interaction between students and learning resources.

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<sup>24</sup> Ali Anshori, "Pemakaian Media Flip Chart dalam Pembelajaran Pendidikan Agama Islam Materi Fiqh Kelas VII di MTS NU Mojosari Nganjuk", *Jurnal Pendidikan dan Studi Keislaman*, 2018, Vol. 8(1), p. 12

<sup>25</sup> Murni, "Improving Vocabulary, ..., p. 18

<sup>26</sup> Cholilatun Nabilah, "The Utilization of Flip Chart Development for Teaching Learning Process in the Topic of *Perkembanganbiakan dan Daur Hidup Hewan* Students Grade III MIN 11 Blitar", *Thesis*, UIN Maulana Malik Ibrahim, 2019, p. 4

<sup>27</sup> Tejo Nurseto, "Membuat Media Pembelajaran yang Menarik", *Jurnal Ekonomi dan Pendidikan*. 2011, Vol. 8(1), p. 25



- 4) Allow children to learn independently in step with their talents and abilities
- 5) To provide stimulate<sup>28</sup>.

Based on the explanation above, the flip chart is one of the media in the learning process that makes the message clear in order no longer to be too verbalized. It is to arouse learning more direct interaction between students and learning resources to provide stimulation.

### c. Procedures of Using Flip Chart

Flip chart media are simple, economical, and easy to find, can be explained briefly, can overcome space and time limitations, do not need special equipment, and are easy to place; it can also be varied from one media to another. The flip chart has a procedure to deliver materials in the learning process. According to Susilana, as follows:

- 1) An educator needs to master and have skills to use the media well.
- 2) Prepare materials and tools of flip chart that may be needed for repeated use.
- 3) The proper determination of the media appearance position must be considered so that it can be seen by all students in the classroom.
- 4) Students' arrangements for better results.
- 5) Introduce the material to be presented at the beginning of the lesson. It can be done by telling stories or linking the learning with events that occur around.
- 6) Present the pictures on a flip chart sheet and provide related information according to the learning material with the use of simple language that is easy for students to understand.

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<sup>28</sup> Rudi Susilana and Cepi Riyana, *Media Pembelajaran*, Bandung: Cv Wacana Prima, 2009, p. 9

- 7) Provide stimulation by allowing students to ask and make a discussion.
- 8) The educator and students instead provide the conclusion the material that has been delivered<sup>29</sup>.

The learning process can be run well by following the procedure mentioned above. So that, by following the procedure above, teachers and students are more active in class.

#### **d. Advantages and Disadvantages of Flip Chart**

Flip Chart explains the material to students and the media to do exercise together. It is a great teaching aid, and teachers can use it as visual aids to develop conversations, recite a poem, storytelling, and plan a workshop's educational development.

There are many advantages of using a flip chart. First, it is easy to make. Teachers can make the flip chart by using the materials that are easy to get, such as colorful papers or some pictures. Second, it is practically easy to bring anywhere. It can be flipped and is simple to handle. Third, teachers can deliver the material practically, creatively, and innovatively by using a flip chart as a learning media. Another advantage of a flip chart, teachers can use it repeatedly to the next semester or next year based on the material. It also increases children's learning activities and motivation<sup>30</sup>. This exciting learning activity by a flip chart, of course, can motivate the students in learning. It can be a guideline for students to mastery vocabulary.

Meanwhile, like another media flip chart also has disadvantages. The disadvantages of using a flip chart can be found such as, difficult to read because of the limitations of writing, not

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<sup>29</sup> Rudi Susilana and Cipi Riyana, *Media Pembelajaran*, Bandung: CV Wacana Prima, 2009, p. 93

<sup>30</sup> Desi E. Pratiwi and Mulyani, "Penerapan Media Papan Balik (Flipchart) pada Pembelajaran Tematik untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar", *Jpgsd*, 2013, Vol 1(2), p. 4-5

being suitable for learning in large groups, only used for onetime, and not being durable because the primary material for making a flip chart is paper<sup>31</sup>.

## 2. Vocabulary

### a. Definition of Vocabulary

Vocabulary is a crucial part of the language. People can not apprehend something without understanding the meaning first, and it can be created from knowing word by word<sup>32</sup>. Vocabulary can be described in diverse approaches. Experts have some terms about vocabulary. According to Howard Jackson, “vocabulary is a representative collection of the words that exist in the English language”<sup>33</sup>. Specific primarily based on curriculum 2013 in excessive junior school, vocabulary is a list of a word in an English book that ought to be learned by every student. The vocabulary has a context that includes the name of things in the market, the name of things in the building, and the name of transportation. It may help students to have enough vocabulary to communicate verbally and writing<sup>34</sup>. It means vocabulary is crucial for junior high school because it can help students communicate properly.

The others definition from Hatch and Brown in Rohmatillah, vocabulary is the only system involved in alphabetical order, also a list or set of words for a particular language or a list or set of words that individual speakers of language might use<sup>35</sup>. Hornby in Lestari

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<sup>31</sup> Pratiwi and Mulyani, “Penerapan Media Papan Balik, ..., p. 4-5

<sup>32</sup> Murni, “Improving Vocabulary, ..., p. 9

<sup>33</sup> Howard Jackson, *Meaning Abd Vocabulary*, London: Casell, 2000, p. 118

<sup>34</sup> Masdjanto, *Standar kompetensi dan Komptensi Dasar SMP/MTs*, Jakarta: Bandar Standar Nasional Pendidikan, 2006, p. 123

<sup>35</sup> Rohmatillah, “A Study on Students’ Difficulties in Learning Vocabulary,” *Journal Tadris Bahasa Inggris*, 2014, Vol. 6(1), p. 70

suggested that vocabulary is all the words that a person knows or uses, and it is all the words in a particular language<sup>36</sup>.

From the explanation above, we can see that vocabulary is all the words in a familiar language and used by a person to communicate. Mastery of vocabulary is essential as a fundamental skill in communicating. The more students get the vocabulary, the more students will improve their rate of competitiveness.

#### **b. Purpose of Vocabulary**

Learning vocabulary is very crucial for individuals who learn English, both as a foreign language and a second language<sup>37</sup>. As well as for students, vocabulary is the first basic important aspect for learning English. They can communicate orally and write well. Also, by mastering much vocabulary, the students are hoped to master four skills in English such as reading, speaking, writing, and listening<sup>38</sup>. Schmitt, as cited in Murni, that "lexical knowledge is central to communicate competence and to the acquisition of a second language."<sup>39</sup>.

According to Rivers, as cited in Lestari, vocabulary is an essential aspect for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication<sup>40</sup>. Underscoring the purpose of vocabulary is to increase students vocabulary mastery, to identify the meaning of a word in the text, to understand the function, structure, and linguistic elements of the text<sup>41</sup>. It means vocabulary

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<sup>36</sup> Ayu N. Lestari, "The Effectiveness of Using Hangaroo, ..., p. 5

<sup>37</sup> Rohmatillah, "Study on Students' Difficulties, ..., p. 72

<sup>38</sup> Ayu N. Lestari, "The Effectiveness of Using Hangaroo, ..., p. 5

<sup>39</sup> Murni, "Improving Vocabulary, ..., p. 10

<sup>40</sup> Ayu N. Lestari, ..., p. 5

<sup>41</sup> Yuli R. Khatimah *et al.*, *Buku Guru Bahasa Inggris When English Rings a Bell*, Jakarta: Balitbang Kemendikbud, 2017, p. 75-86



is an essential aspect for students to comprehend four skills: listening, speaking, reading, and writing.

**c. Kinds of Vocabulary**

Based on Thornbury cited in Harmer, there are two kinds of vocabulary. They are receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary<sup>42</sup>.

Receptive vocabulary can be understood only through listening and reading. Someone only needs to understand the main idea contextually, not word by word. It means they do not need to know much about receptive vocabulary because it is impossible for someone to use receptive vocabulary and memorize all the vocabulary of a particular language.

Productive vocabulary can not be separated from knowing how to pronounce words and write and spell them well. The way it is used is the wrong grammatical pattern, along with the words that are usually put together<sup>43</sup>.

Based on the explanation above, the researcher concludes that kinds of vocabulary: Active vocabulary refers to students' words that should be used in speaking and writing, and passive vocabulary words they just need to understand, especially while reading and listening.

**d. The Material of Teaching Vocabulary**

The researcher in vocabulary teaching uses several materials. Underscoring the kinds of vocabulary, such as receptive vocabulary and productive vocabulary, students can learn and understand both through listening to spoken or reading a passage and produce it when speaking or writing.

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<sup>42</sup> Jeremy Harmer, *The Practice of English Language Teaching*, England: Longman, 2000, p. 158

<sup>43</sup> Jeremy Harmer, ...., p. 159

The book used in SMP Negeri 1 Tarub is “*Buku Pendamping Materi Pengayaan Bahasa Inggris untuk SMP/MTs Kelas VIII*”. It divides into six-chapter, are; chapter I It's English time, chapter II we can do it, we will do it, chapter III we know what to do, chapter IV come to my birthday please, chapter V I'm so happy for you, chapter VI there are many people and things in this place<sup>44</sup>. The vocabulary lesson in these topics includes a verb, adjective, and noun (people and things).

### **3. Learning Outcomes**

#### **a. Definition of Learning Outcomes**

According to Sudjana in Agustina, understanding learning outcomes is students' ability after receiving their learning experience. Students learning outcomes are influenced by students' abilities and quality of teaching<sup>45</sup>. In terms of teaching quality, besides needing a competent teacher, it is also necessary to support learning activities, such as teaching aids or creative media used by a teacher. The media used or created by the teacher has a specific purpose, which means the learning activity has variety. The attraction of students to unusual learning will always be remembered and lead to the influence of the quality of learning and students' learning outcomes. After the learning process ends, students receive the learning outcomes. Learning outcomes play an important role in the learning process. The main goal to be achieved with learning activity is learning outcomes.

The definition of other learning outcomes is also interpreted as knowledge, abilities (skills), and attitudes that are essential and lasting, that are integrated learning required by graduates of a

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<sup>44</sup> Wahyu Pramastu, *et al.*, *Buku Pendamping Materi Pengayaan Bahasa Inggris untuk SMP/MTs Kelas VIII*, Surakarta: CV. Wira Utama, 2021, p. 1-96

<sup>45</sup> Aneu Agustina *et al.*, “Application of Discussion, ..., p. 59

learning course or program<sup>46</sup>. Learning outcomes are defined as statements that describe the knowledge or skills that students must acquire at the end of a specific assignment, class, course or program, and help students understand why this knowledge and skills will be helpful to them. They focus on context and possible programs of knowledge and abilities, assist students to join learning in different contexts, and help guide assessment and evaluation<sup>47</sup>.

It describes what students should know, be able to do, and value due to integrating knowledge, skills, and attitudes learned throughout the course. It guides the teacher to choose teaching strategies, materials, learning activities, and assessments.

## **B. Review of Relevant Studies**

Based on several sources related to this research, there are journals and some previous research that correlates with this research topic. They were:

1. The first is a journal of English language education, entitled “The Effectiveness of Using Flip Chart 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 Tri Yulia Akhimsa AG. The research aimed to determine whether there is the effect of the use flip chart media in teaching vocabulary. The research by Tri Yulia has similarities with this research. Both have the same theory and method but a different object.
2. The second is a thesis entitled “The Effect of Using Flip Chart on Vocabulary Achievement of the Fifth Year Students of SDN Kotakulon 2 Bondowoso in the Academic Year 2008/2009” by Puspita Purnamasari (2009) from Muhammadiyah University Jember.

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<sup>46</sup> Mark Battersby, “So, What’s a Learning Outcome Anyway?,” *Document Resume*, Educational Resources Information Center, 1999, p. 8

<sup>47</sup> Emily Greenleaf, *et al.*, *Developing Learning Outcomes: A Guide for University of Toronto Faculty*, Toronto: Centre for Teaching Support & Innovation, 2008, p. 3

The purpose of the research is to obtain whether or not there is an effect of applying a flip chart on students' vocabulary achievement in SDN Kotakulon 2 Bondowoso in the academic year 2008/2009. The similarities between the research by Puspita Purnamasari and this research are focus and theory, use tests as the instrument of study, and experimental as the research design.

3. The third is a thesis entitled "Improving Vocabulary Mastery by Using Flip Chart Media at Grade VIII Students of SMP Negeri 1 Batang Angkola" by Murni (2020) from IAIN Padangsimpuan. The research aimed to find out how significant vocabulary mastery increases after applied by the flip chart. The study has similarities with this research; both use quantitative research. The difference is located in focus. The research by Murni focuses on improving vocabulary mastery using a flip chart. Meanwhile, this research focus on the flip chart effect towards vocabulary learning outcomes.

### **C. Hypothesis**

A hypothesis is a provisional response to the problem, proved after collecting the data. According to Arikunto, a hypothesis is a tentative answer that needs the answer to the problem<sup>48</sup>. The hypothesis is not a final answer; it needs testing. The research hypothesis used in this research was concerned with the effectiveness of the flip chart as learning media toward students' vocabulary learning outcomes. These are the hypothesis of this research:

1. Null Hypothesis ( $H_0$ )  
 $H_0 : \mu_1 = \mu_2$  (there is no significant effect of using flip chart on students' vocabulary learning outcomes).
2. Alternative Hypothesis ( $H_a$ )  
 $H_a : \mu_1 \neq \mu_2$  (there is a significant effect of using flip chart on students' vocabulary learning outcomes).

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<sup>48</sup> Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, 2006, p. 71



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the process of research to discover the answer to the research question, as formerly stated in chapter one. It contains a type of research, setting of the research, population and sample of the research, data collection techniques, and data analysis techniques.

#### 1. Type of the Research

The type of research used in this study was *quasi-experiment research* applied to students of grade VIII in SMP Negeri 1 Tarub using an experimental class and a control class. The experimental class was treated with flip chart media, and the control class was without any treatment.

This *quasi-experiment research* is conducted using a quantitative approach to analyze the effect of the Flip Chart on vocabulary learning outcomes.

#### 2. Time and Location of the Research

This research was conducted at SMP Negeri 1 Tarub, located in Projosumarto II street, Mindaka. The research was held from August 19th until October, 19th 2021, in the academic year of 2021/2022.

#### 3. Population and Sample of the Research

##### 1. Population

The population is a set of all individuals, families, groups, or organizations, groups, and activities to participate in the study. A population characteristic is called a parameter; therefore, the population is generally called an object of the research.<sup>49</sup> The population of this research was the grade VIII students of SMP Negeri 1 Tarub in the academic year 2020/2021. There were nine classes of grade VIII; they are VIII-A until VIII-I. Accordingly,

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<sup>49</sup> A. Neolaka, *Metode Penelitian dan Statistik*, Bandung: PT Remaja Rosdakarya, 2014, p. 41.

the population in this research was 288 students in the grade VIII of SMP Negeri 1 Tarub.

## 2. Sample

A sample is a set of cases decided on by the researcher, which is smaller than the larger pool and generalizes to the population.<sup>50</sup> In this study, the sample was taken through a random sampling technique. Considerations used in random sampling technique were: (1) In class VIII populations, students receive material based on the same curriculum, with the same qualification of teachers (2) Students who are the object of research sit at the same level, (3) The age of the students in the class is relatively same, (4) There is no superior class in the class division.

The implementation of the random sampling technique was carried out by drawing lots. The researcher made as many as nine pieces of paper because grade VIII consisted of nine classes, then they were taken randomly one by one until two times without return. The first lottery was taken for class VIII-I, determined as the experimental class; then the second lot was taken for class VIII-G, determined as the control class.

In addition, the researcher also used class VIII-D as a trial class. This class was used as a trial class, considering that students in that class had already obtained vocabulary material first. The trial class was used to test the instrument test, which would later be used to measure the vocabulary of the experiment class and the control class students. So that the researcher gets class VIII-I as an experimental class, VIII-G as a control class, and VIII-D as a trial class.

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<sup>50</sup> William Neuman, *Social Research Method: Qualitative and Quantitative Approach*, USA: Allyn and Bacon, 2006, p. 518

*Table 3. 1 Sample of the Research*

VIII-I	32
VIII-G	32

#### 4. Variable of the Research

Variable of research is an attribute or nature or value of people, objects, or activities that have certain variations that are applied by the researcher to be studied and conclusions drawn<sup>51</sup>.

In this study, there are two variables: independent and dependent variables.

##### 1) Independent Variable (X)

An Independent variable is a variable that affects or the cause of changes or the emergence of the dependent variable<sup>52</sup>.

Independent variable in this research is flip chart media.

##### 2) Dependent Variable (Y)

A dependent variable is a variable that is influenced or which is the result of an independent variable<sup>53</sup>. The dependent variable in this research is students' vocabulary learning outcomes of grade VIII in SMP Negeri 1 Tarub.

#### 5. Design of the Research

In this study, Pretest and Posttest used as the design research, in table 3.2 below

*Table 3. 2 Design of Research*

Subject Grouping	Group	Pretest	Treatment	Posttest
W R	Experiment	Q	X <sub>1</sub>	T
R	Control	Q	X <sub>2</sub>	T

<sup>51</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2010

<sup>52</sup> Sugiyono, *Metode Penelitian*,....., p.

<sup>53</sup> Sugiyono, *Metode Penelitian*,....., p.

With the following information:

Q : *pretest*

X<sub>1</sub> : learning with flip chart media

X<sub>2</sub> : learning without any treatment

T : *post-test*

## 6. Technique of Data Collection

Collecting data is the most crucial step in research because the primary purpose of research is to acquire data. To obtain data, the researcher used three data techniques collections, as follow:

### 1. Observation

Observation is a way of obtaining data that looks at situations and phenomena that occur in research<sup>54</sup>. This research used participant observation where the researcher joined and became a direct observer of a group to gain a deeper insight into a phenomenon. The researcher interacted with students and participated in their activities. The observation was conducted eight times in order to obtain information on all conditions during the teaching and learning process by using flip chart.

### 2. Test Instrument

The instrument test was adopted from several previous studies and has been adapted to the students' handbook material. It has been validated by the validator and it was tried out to VIII-D as a trial class before giving to the sample students. The test instrument was also re-tested for validation test using *software IBM SPSS V 25 for windows* to determine the aspects of accuracy of the measuring instrument in accordance with the purpose of the measurement. Researcher uses two test instrument to analyze the effectiveness of treatment in experimental research, as follow:

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<sup>54</sup> Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 239



a. Pre-test

The pre-test was obtained by using a test before the researcher gave treatment. The pre-test was used to determine the baseline of students' ability in mastering vocabulary in the experimental class and the control class for treatment<sup>55</sup>. The pre-test is in the form of a multiple choice test that consists of 25 questions, and the time allocation is 60 minutes. For the control class (VIII-G), the researcher conducted the pre-test on Monday, August 23<sup>th</sup> 2021, from 08.10 am until 09.10 am. Then the experimental class (VIII-I), the researcher, conducted a pre-test on Tuesday, August 24<sup>th</sup>, 2021, from 09.25 am until 10.25 am.

b. Post-test

According to Anas Sudijono, a post-test is a test carried out intending to find out that all the materials classified as necessary can be mastered well by students<sup>56</sup>. In this research, the researcher held a post-test after students got treatment and the time allocation was 60 minutes. The post-test for experimental class (VIII-I) was conducted on Thursday, October 14<sup>th</sup>, 2021, from 10.25 am until 11.25 am. Then for the control class (VIII-G), a post-test was conducted on Friday, October 15<sup>th</sup>, 2021, from 07.40 am until 08.40 am.

3. Documentation

According to Sugiyono, the document is a record or note of past events. Documents can be in the form of writing, picture, or monumental of someone's work<sup>57</sup>. The lesson plans, the lists of students names, and the lists of students scores were used as documentation in this research.

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<sup>55</sup> Nur I. Wulandari, "The effectiveness of GWT, ...., p. 33

<sup>56</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: Raja Grafindo Persada, 2001,

<sup>57</sup> Sugiyono, *Metode Penelitian*, ...., p. 240

## 7. Technique of Data Analysis

Data of pre-test and post-test used by researcher to analyze and know the effect of flip chart on students' vocabulary learning outcomes. Paired sample T-test was applied to compute to know the differences between the pre-test and post-test of the experimental group. The researcher also used the independent sample T-test to determine whether or not there was a significant difference in the post-test results for both groups. In addition, this research also helped by *software IBM SPSS V 25 for windows (newest)* to help with the data analysis technique.



## CHAPTER IV RESULTS AND DISCUSSION

This chapter presents the data of this research, the analysis, and the discussion. Pre-test and post-test are using to collect the data. This research applies *Paired Sample* and *Independent Sample T-test* to analyzed the data. There are some topics related to results and discussion. They are:

### A. Data Description

This research is a *quasi-experimental* research conducted at SMP Negeri 1 Tarub. The population in this study were students of class VIII; the sample in the population of class VIII was done by random sampling technique because the sample was homogenous. Based on the implementation of the random sampling technique carried out by drawing lots, the research subjects were students of class VIII-G as the control class and VIII-I as the experimental class. This study used a quantitative approach. Data collection techniques were carried out by *pre-test* and *post-test*. In the first stage, the researcher gave a *pre-test* to the selected classes before. The researcher treated the experimental class in the next stage, while the control class did not get any treatment. The treatment was carried out according to the checklist of the flip chart procedure. An english teacher as the observer of the treatment. After the researcher gave treatment in the form of a flip chart as a learning media, the researcher used *Paired Sample T-test* to determine the effect of the flip chart on students' vocabulary learning outcomes. Another testing was conducted to determine the difference between the control class and the experiment class using the *Independent Sample T-test*.

Based on the data collected, here are the results of the research data:

*Table 4. 1 Results of the Pre-test and Post-test*

No.	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	28	72	36	56
2	56	84	68	72
3	28	84	60	88
4	36	68	56	60
5	60	88	28	68
6	80	96	68	72
7	76	100	76	80
8	56	84	36	56
9	56	84	28	36
10	80	100	72	76
11	72	92	60	78
12	68	92	80	84
13	68	88	76	78
14	92	100	60	68
15	84	100	80	84
16	36	72	68	80
17	76	92	60	68
18	80	96	76	80
19	36	76	60	72
20	68	80	76	80
21	68	88	68	72
22	88	100	36	68
23	76	88	80	68
24	36	68	60	76
25	68	76	56	76



26	56	76	80	84
27	60	84	68	72
28	60	88	92	96
29	56	76	36	56
30	76	100	72	76
31	80	96	68	72
32	36	68	56	72

### 1. Pre-test and Post-test data in Control Class

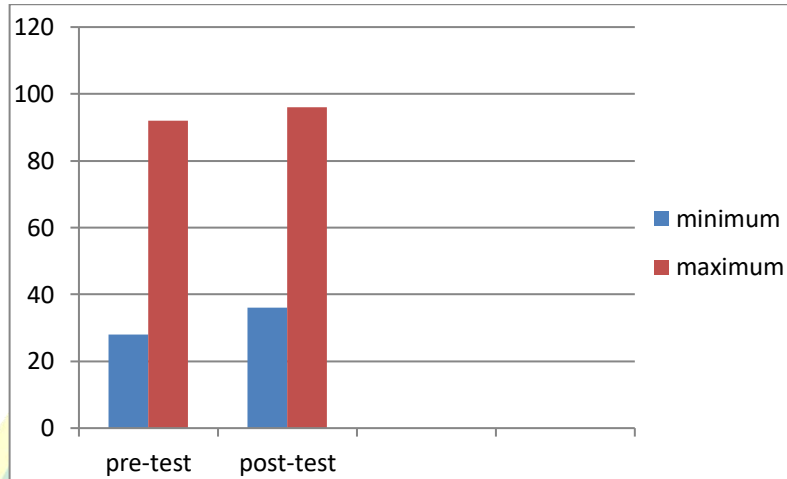
From the results of research in the control class, which in the study did not use flip charts as a learning media, it resulted in the following values with the help of *IBM SPSS V 25 software for windows*:

*Table 4. 2 Results of Pre-test and Post-test in Control Class*

No.	Statistics	Control Class	
		<i>Pre-test</i>	<i>Post-test</i>
1.	N	32	32
2.	Minimum	28	36
3.	Maximum	92	96
4.	Mean	62,38	73,25
5.	Median	68	78
6.	Mode	60	72
Mean Different = 10.87			

It can be seen the minimum and maximum value on *pre-test* and *post-test* in the control class as the diagram below:

*Figure 4. 1 Diagram Pre-test and Post-test in Control Class*



Based on the table above, 32 respondents taken as samples based on *pre-test* and *post-test* scores from the control class had a mean difference of 10,87.

## 2. Pre-test and Post-test data on Experiment Class

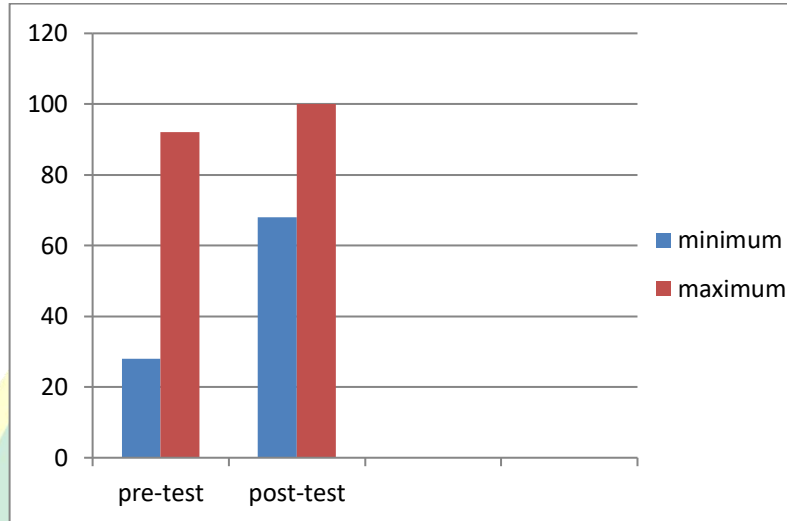
From the results of research in the experiment class, which in the study use flip charts as a learning media, it resulted in the following values with the help of *IBM SPSS V 25 software for windows*:

*Table 4. 3 Results of Pre-test and Post-test in Experiment Class*

No.	Statistics	Experiment Class	
		<i>Pre-test</i>	<i>Post-test</i>
1.	N	32	32
2.	Minimum	28	68
3.	Maximum	92	100
4.	Mean	62,38	86,13
5.	Median	68	88
6.	Mode	36	100
		Mean Different = 23,75	

It can be seen the minimum and maximum value on *pre-test* and *post-test* in the experiment class as the diagram below:

**Figure 4. 2 Diagram Pre-test and Post-test in Experiment Class**



Based on the table above, 32 respondents taken as samples based on *pre-test* and *post-test* scores from the experiment class had a mean difference of 23,75.

The difference of mean between the control class and the experiment class through the table above can be interpreted that the class that received treatment with flip charts as a learning media had a higher average score than the class that did not receive treatment with the flip chart as learning media. It can be said that the flip chart was effective and improved vocabulary learning outcomes.

## **B. Data Analysis**

### **1. Instrument Testing**

#### **a. Validity Test**

A validity test is used to measure the instrument to be used in a study to find out whether the questions in the test are valid or not. The validity test conducted by researchers in SMP Negeri 1 Tarub was tested on 32 students of class VIII-D with 30 multiple choice items. This class was chosen because it has received vocabulary material first compared to another 8th grade. Step of validity test should be compared with  $r_{table}$ ,

which known  $r_{table}$  for 32 responden with significance value 0,05 is 0,349.

Validity test of the items in this study using the *product-moment* formula from Pearson:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  = correlation coefficient

N = number of subjects

X = the score of the question that is looking for validity

Y = total score

XY = multiplication of the score of the question and the total score

$\sum X^2$  = sum of squares of item scores

$\sum Y^2$  = sum of squares of item scores

After knowing  $r_{hitung}$ , the thing to do is compare  $r_{hitung}$  and  $r_{tabel}$  with a significance level of 5%. If  $r_{hitung} > r_{tabel}$ , it means the data is valid. Meanwhile, if  $r_{hitung} < r_{tabel}$ , it means the data is invalid.

The results of the validity tests that have been carried out using the formula of *product-moment* with the help of *IBM SPSS V 25 software for windows* can be seen in the table:

*Table 4. 4 Result of Validity Test*

Number of Old Items	Number of New Items	Value of $r_{hitung}$	Value of $r_{table}$ (n=32, $\alpha=0,349$ )	Description
1	1	0,437	0,349	Valid
2	2	0,653	0,349	Valid
3	3	0,373	0,349	Valid
4	4	0,458	0,349	Valid
5		<b>0,128</b>	<b>0,349</b>	<b>Invalid</b>
6	5	0,529	0,349	Valid



7	6	0,688	0,349	Valid
8		<b>0,296</b>	<b>0,349</b>	<b>Invalid</b>
9	7	0,518	0,349	Valid
10	8	0,559	0,349	Valid
11	9	0,362	0,349	Valid
12		<b>-0,042</b>	<b>0,349</b>	<b>Invalid</b>
13	10	0,702	0,349	Valid
14	11	0,481	0,349	Valid
15	12	0,593	0,349	Valid
16	13	0,695	0,349	Valid
17	14	0,652	0,349	Valid
18	15	0,369	0,349	Valid
19	16	0,572	0,349	Valid
20	17	0,764	0,349	Valid
21	18	0,377	0,349	Valid
22	19	0,565	0,349	Valid
23	20	0,464	0,349	Valid
24		<b>0,271</b>	<b>0,349</b>	<b>Invalid</b>
25		<b>0,239</b>	<b>0,349</b>	<b>Invalid</b>
26	21	0,570	0,349	Valid
27	22	0,357	0,349	Valid
28	23	0,488	0,349	Valid
29	24	0,510	0,349	Valid
30	25	0,412	0,349	Valid

Based on the calculation of the validity in the table, it can be seen from the 30 items of multiple choice questions on vocabulary material 5 questions do not fill the validity criteria or are invalid; they are in numbers 5, 8, 12, 24, and 25. Invalid items can be omitted or erased so that the

number of valid items that contain 25 items multiple choice can be re-submitted to the respondent.

### b. Reliability Test

According to Arikunto, reliability is an instrument that can be trusted enough to be used as a data collection tool because the instrument is already good<sup>58</sup>. A reliability test is used to see the instrument's determination in revealing the respondent's phenomenon even though it is carried out at different times. The reliability tests compute using the formula of *alpha*:

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$r_{11}$  = instrument reliability

$V_r$  = variant of respondent

$V_s$  = leftover variant

The value of  $r_{11}$  obtained was consulted with r table with a level significant 5%. If the value of  $r_{11}$  rtable, then the instrument is reliable.

*Table 4.5 Indicator of Reliability Test*

r value	Categories
0,0 < rxy ≤ 0,2	Very low
0,2 < rxy ≤ 0,4	Low
0,4 < rxy ≤ 0,6	Moderate
0,6 < rxy ≤ 0,8	High
0,8 < rxy ≤ 1,0	Very high

(Arikunto, 2006:161)

For the multiple choice of vocabulary material instrument,  $r_{table}$  were obtained from 32 respondents with a significance level of 0.05 is 0.349. The results of the reliability tests that have been carried out using the formula of *alpha* with the help of *IBM SPSS V 25 software for windows*, as follows:

<sup>58</sup> Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 86

**Table 4. 6 Result of Reliability Test**

<b>r<sub>hitung</sub></b>	<b>r<sub>table</sub></b>	<b>Description</b>
0,637	0,349	Reliable

Based on the table above, it can be seen that the instrument of vocabulary multiple choice in this study is reliable, because  $r_{hitung} > r_{table}$ . It also showed into high categories, because  $0,6 < 0,637 \leq 0,8$ .

## 2. Requirements Testing of T-test

### a. Normality Test

Test of normality is used to test whether the dependent data variable and independent has a normal distribution or not. If the data distribution is normal or close to normal, it concludes that the data can be used for the next test. The primary decision is if the statistical probability value  $>$  Level of Significant = 0.05, then the regression model meets the assumptions of normality. Here are the data from the Kolmogorov-Smirnov and Shapiro-Wilk One Sample tests. In this study, the normality test was analyzed using *IBM SPSS V 25 software for windows*:

**Table 4. 7 Result of Normality Test**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test (EC)	,152	32	,057	,924	32	,027
Post_Test (EC)	,114	32	,200	,924	32	,028
Pre-Test (CC)	,164	32	,029	,909	32	,011
Post_Test (CC)	,176	32	,013	,926	32	,030

Based on the normality test results above, it showed that the probability value of t-statistics  $>$  Level of Significant = 0.05, then the data meet the assumption of normality. Thus, the dependent and independent variables have a normal distribution and can be used for the next test.

## b. Homogeneity Test

A homogeneity test is used to determine whether the data obtained from both groups have homogeneous variance or not. This homogeneity test used values of the pre-test results in both sample classes.

*Table 4. 8 Result of Homogeneity Test*

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
vocabulary learning outcomes	Based on Mean	,633	1	62	,429
	Based on Median	,445	1	62	,507
	Based on Median and with adjusted df	,445	1	62,000	,507
	Based on trimmed mean	,633	1	62	,429

Based on the homogeneity test results, the probability value of F-statistics  $>$  Level of significant = 0.05, then the data meet the homogeneity assumption. Thus, the population being studied has similarities or each other.

## 3. Hypothesis Testing

### a. Paired Sample T-test of Control Class

In this study, a hypothesis test using paired t-test was conducted to determine whether the students' vocabulary learning outcomes before and after receiving treatment flip chart as a learning media there was a significant effect or not.

According to Singgih Santoso, the basis of decision Paired Sample T-test is divided into two:

1. If the value of Sig. (2-tailed)  $<$  Research Alpha (0.05), then  $H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed)  $>$  Research Alpha (0.05), then  $H_0$  is accepted and  $H_a$  is rejected<sup>59</sup>.

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<sup>59</sup> Singgih Santoso, *Statistik Parametrik Edisi Revisi*, Jakarta: Elex Media Komputindo, 2014, p. 265



The results of *Paired Sample T-test* calculated by *IBM SPSS V 25 software for windows* are presented in the following table:

**Table 4.9 Result of Paired Sample Statistics in Control Class**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	62,3750	32	16,59722	2,93400
	POST TEST	73,2500	32	11,54794	2,04141

The Paired Samples Statistics table shows the descriptive value of each variable in the Paired Samples. The *pre-test* has an average (mean) of 62,3750 from 32 data. The distribution of data (Std. deviation) obtained is 16,59722 with a standard error of 2,93400.

The *post-test* has an average value (mean) 73,2500 of 32 data. The distribution of data (Std. deviation) obtained is 11,54794 with a standard error of 2,04141. This result showed that the *post-test* on the data is higher than the *pre-test*.

**Table of 4. 10 Result of Paired Sample T-test in Control Class**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - PRO TEST	-10,87500	9,58409	1,69424	-14,33043	-7,41957	-6,419	31	,000

Based on the analysis results above, it can be seen that  $\text{Sig. (2-tailed)} < \text{Alpha (0.000 < 0.05)}$ . According to the basis of decision *Paired Sample T-test*,  $H_0$  is rejected and  $H_a$  is accepted. So that it can be said that there was an increase in the control class learning outcomes from *pre-test* to *post-test*.

SMP Negeri 1 Tarub set indicators of student learning success is a minimum of 75% of the number of students who can achieve score of 75 or more (according to KKM). Based on the following calculations, the results of

the complete results study control class before and after treatment are as follows:

**Table 4. 11 Percentage Pre-test and Post-test in Control Class**

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Control	11 (34,3%)	21 (65,7%)	22 (68,8%)	10 (31,2%)	32

The table above showed that in the learning outcomes in the control class, there was an increase in completeness from before reaching 34,3% completeness and after reaching 68,8% completeness. So that it is categorized as achieving classical completeness and increasing completeness of 34,5%.

**b. Paired Sample T-test of Experiment Class**

**Table 4. 12 Result of Paired Sample Statistics in Experiment Class**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	62,3750	32	16,59722	2,93400
	POST TEST	86,1250	32	10,50883	1,85772

The Paired Samples Statistics table shows the descriptive value of each variable in the paired sample. The *pre-test* has an average (mean) of 62.3750 from 32 data. The distribution of data (Std. deviation) obtained is 16.59722 with a standard error of 2.93400.

The *post-test* has an average value (mean) 86,1250 of 32 data. The distribution of data (Std. deviation) obtained is 10,50883 with a standard error of 1,85772. This result showed that the *post-test* on the data is higher than the *pre-test*.

**Table of 4. 13 Result of Paired Sample T-test in Experiment Class**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-23,75000	10,55554	1,86597	-27,55568	-19,94432	-12,728	31	,000

Based on the analysis results above, it can be seen that Sig. (2-tailed) < Alpha (0.000 < 0.05). It means that  $H_0$  is rejected and  $H_a$  is accepted. So that it can be said that there was an increase in the control class learning outcomes from *pre-test* to *post-test*.

SMP Negeri 1 Tarub set indicators of student learning success is a minimum of 75% of the number of students who can achieve score of 75 or more (according to KKM). Based on the following calculations, the results of the complete results study control class before and after treatment are as follows:

**Table 4. 14 Percentage Pre-test and Post-test in Experiment Class**

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Experiment	12 (37,5%)	20 (62,5%)	30 (93,8%)	2 (6,2%)	32

The table above showed that in the learning outcomes in the experiment class, there was an increase in completeness from before reaching 37,5% completeness and after reaching 93,8% completeness. So that it is categorized as achieving classical completeness and increasing completeness of 56.3%

*Table 4. 15 Indicator of Media Effectiveness Level*

Achievement Level	Categories
85-100%	Very effective
75-85%	Effective
55-75%	Less effective
0-55%	Not effective
<20%	Very not effective

(Arikunto, 2010:35)

Based on the analysis results of increasing mastery of learning outcomes test above, the effectiveness of flip chart in the experiment class was 93,8% which mean very effective. It can be concluded the hypothesis accepted, which states that flip chart as learning media can improve the vocabulary learning outcomes of class VIII students at SMP Negeri 1 Tarub.

**c. Independent Sample T-test of pre-test**

Independent Sample T-test was used to compare two unpaired samples and find out if there was a significant difference in mean between the two independent groups on an interval or ratio scale. The basis of decision Independent Sample T-test is divided into two:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05), then  $H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed) > Research Alpha (0.05), then  $H_0$  is accepted and  $H_a$  is rejected<sup>60</sup>.

*Table 4. 16 Result of Group Statistics of Pre-test*

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
vocabulary	control class	32	62,375	18,2275	3,2222
learning outcomes	experiment class	32	62,375	18,2275	3,2222

<sup>60</sup> V. Wiratna Sujarweni, *Metode Penelitian: Lengkap, Praktis, dan Mudah Dipahami*, Yogyakarta: Pustaka Baru Press, 2014, p.99



Based on the “Group Statistics” output table above, it can be seen that the *pre-test* mean value of the control class and the experiment class are 62,375. Thus, it can be concluded that vocabulary learning outcomes in the control class and the experiment class are the same because both classes are homogenous or have the same level of ability.

**Table 4. 17 Result of Independent Sample of Pre-test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
vocabulary learning outcomes	Equal variances assumed	,000	,993	-,520	62	,605	0,000	4,5644	-11,4992	6,7492
	Equal variances not assumed			-,520	62	,605	0,000	4,5644	-11,4992	6,7492

Known in Levene's Test for Equality of column variances have a significance value of 0,993 ( $p > 0.05$ ). It showed that the two variances were homogenous or identical, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

Based on the output table above, in the equal variances assumed that known the sig value is  $0.605 > 0.05$ , as the basis for decision making in the independent t-test, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. Thus, it can be concluded that there was no difference between the average students' learning outcomes on *pre-test* in the control and the experimental class.

**d. Independent Sample T-test of *post-test***

*Table 4. 18 Result of Group Statistics of Post-test*

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
vocabulary learning outcomes	control class	32	73,25	11,548	2,041
	experiment class	32	86,13	10,509	1,858

Based on the “Group Statistics” output table above, it can be seen that the *post-test* mean value of the control class is 73,25 and the experiment class is 86,13. Thus, it can be concluded that vocabulary learning outcomes in the experiment class are higher than in the control class.

*Table 4. 19 Result of Independent Sample of Post-test*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
vocabulary learning outcomes	Equal variances assumed	,082	,776	4,665	62	,000	12,875	2,760	7,358	18,392
	Equal variances not assumed			4,665	61,457	,000	12,875	2,760	7,357	18,393

Known in Levene's Test for Equality of column variances have a significance value of 0,776 ( $p > 0.05$ ). It showed that the two variances were homogenous or identical, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

Based on the output table above, the equal variances assumed that known the sig. (2 tailed) value is  $0.000 > 0.05$ , as the basis for decision making in the independent t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there were significant differences between the average student learning outcomes on *post-test* in the control and the experimental class.

### C. Discussion

#### 1. Flip chart affects students' vocabulary learning outcomes.

This study showed that the control class (the class that did not receive the treatment) had an average *pre-test* of 62.38 with the highest score of 92 and the lowest score of 28, while the *post-test* average was 73.25, with the highest score 96 and the lowest score 36. Meanwhile, the experiment class (the class had received treatment) had an average *pre-test* of 62,38 with the highest score 92 and lowest score 28, while the *post-test* average was 86,13 with the highest score 100 and the lowest score 68. Based on the comparison of the difference between the *pre-test* and *post-test* average scores in the experimental class with the *pre-test* and *post-test* average scores in the control class, the experimental class was higher than the control class because  $23.75 > 10.87$ .

Through the *Paired Sample T-test*, it will be known whether there is a significant difference in students' vocabulary learning outcomes between before and after receiving treatment flip chart as a learning media. The paired sample statistics table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. In the control class, the average *pre-test* was 62,375 and the *post-test* was 73,250. N indicates the amount of data as many as 32. The standard deviation in the *pre-test* was 16,597 and the *post-test* was 11,547. Standard deviation is used to measure the level of risk. The higher the value, the higher the risk. Then std. mean error was used to determine how well the average data from the sample data for each variable can estimate the

population means. As long as the data is normally distributed, the mean std. error can be ignored.

In the paired sample statistics table in the experiment class, the mean *pre-test* was 62,375 and *post-test* was 86,125 with amount data was 32. The standard deviation of the *pre-test* was 16,597 and the *post-test* was 10,508. Based on the explanation of the two statistical tables of paired samples in the control class and the experiment class, they have the same *pre-test* average value because their ability levels were the same.

Hypothesis testing with *Paired Sample T-test* can be conducted by comparing sig. (2-tailed) with an alpha of 0.05%. The reason for using sig. (2-tailed) because the data being tested was paired or two-sided. Based on data analysis, the control class and experimental class obtained sig. (2-tailed) of  $0,000 < 0,05$ , it can be said that  $H_a$  is accepted and  $H_0$  is rejected. It means that there was a significant difference between the average value before treatment (*pre-test*) and the average value after treatment (*post-test*) for both the experiment class and the control class.

The statement above can be more assertive when comparing *t-count* and *t-table*. The *t-count* was in the table *t* and the *t-table* was determined from the df (degrees of freedom) table. This method is the opposite of the previous method, where to get  $H_a$  accepted, the *t-count* value must be higher than the *t-table* value. Meanwhile, in the previous method,  $H_a$  will be accepted if the value of sig. (2-tailed) is lower than alpha.

In the control class, obtained the *t-count* was -6,419. From these numbers, only absolute values or numbers are needed by ignoring negative symbols, so that the *t-count* was 6,419. The *t-table* was obtained from the value of  $df = 31$ , with an alpha of 0,05%. So that the *t-table* value was in the column 0,05% row  $df = 31$ , which was 2,039.  $T\text{-count} > t\text{-table}$ ;  $6,419 > 2,039$ . It can be said that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there was a significant difference in the *pre-test* and *post-test* scores in the control class.



Meanwhile, in the experiment class obtained, the *t-count* was -12,728. From these numbers, only absolute values or numbers are needed by ignoring negative symbols, so that the *t-count* was 12,728. The *t-table* was obtained from the value of  $df = 31$ , with an alpha of 0.05%. So that the *t-table* value was in the column 0,05% row  $df = 31$ , which was 2,039.  $T\text{-count} > t\text{-table}$ ;  $12,728 > 2,039$ . It can be said that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there was a significant difference in the *pre-test* and *post-test* scores in the experiment class.

The comparison between *t-count* and *t-table* in control and experimental class found a significant difference between the *pre-test* and *post-test*. However, it can be seen that the significant difference or effect was seen in the experiment class, which was higher than the control class. It can be stated that the class that received treatment had a significantly superior effect than the class that did not receive any treatment.

The statement above was also supported by students' classical completeness in the control class was 68.8% and the experimental class was 93.8%. Referred to the classical completeness limit set by SMP Negeri 1 Tarub, which was 75% of the learning process that used the flip chart as a learning media can be said successful and affected to students' vocabulary learning outcomes. The effectiveness of the flip chart was shown with the *post-test* results in the experiment class of 93.8% and categorized as very effective.

2. Significant the effectiveness of flip chart on vocabulary learning outcomes.

The data analysis was also used an *Independent Sample T-test* to determine the comparison of two unpaired samples. This study will determine whether there is a difference in the average students' vocabulary learning outcomes in the control and experiment classes. In the table *pre-test* of group statistics, there were 32 students in each control class and experimental class. The mean value of students' vocabulary learning outcomes in each control class and the experimental class was 62,375. Statistically descriptive, it can be said that there was no difference in the mean results of the students' *pre-test* vocabulary between the control class

and the experiment class. The reason was that both classes had the same level of ability.

The output table of the *Independent Sample T-test* in *pre-test* has obtained the sig value *Levene's Test for Equality of Variances* was  $0,993 >$  alpha  $0,05$ . It can be said that the data variants between the control class and the experiment class were homogeneous or identical. Thus, the *Independent Sample T-test* analysis in the *pre-test* is guided by the value in the "*Equal Variances Assumed*" table. Based on the table, the value of sig. (2-tailed) was  $0,605 > 0,05$ . As the basis for decision making in *Independent Sample T-test*, it means that  $H_a$  is rejected. It can be concluded that there was no difference between the average students' *pre-test* vocabulary learning outcomes in the control class and the experiment class. The mean difference listed was  $0,000$ . This value showed the difference of average in the control class and the experiment class or  $62,375 - 62,375 = 0,000$ . So there was no difference in average because the averages in both classes were the same.

The result of analysis data could be more convincing using the comparison method of *t-count* and *t-table*.  $H_a$  will be accepted if the *t-count* value is higher than the *t-table* value. In the output table of *Independents Sample T-test* in the *pre-test*, *t-count* was obtained  $-0,520$ . If the value of *t* was negative, it was not an error. From these numbers, only absolute values or numbers are needed by ignoring negative symbols so that the *t-count* was  $0,520$ . *T-table* was obtained from value  $df = 62$ , with an alpha of  $0,05$  divided into two because it was conducted in the unpaired sample. So that the *t-table* value was in the column  $0.025$  row  $df = 62$ , which was  $1,998$ .  $T\text{-count} < t\text{-table}$ ;  $0,520 < 1,998$ . It can be said that  $H_a$  is rejected. In other words, there was no difference in average in the *pre-test* scores in the control class and the experiment class.

Meanwhile, in the output table *post-test* of group statistics, there were 32 students in each control class and experimental class. The mean value of students' vocabulary learning outcomes in the control class was  $73,25$  and the experiment class was  $86,13$ . Statistically descriptive, it can be said that there was a difference in the mean results of the students' *post-test*

vocabulary between the control class and the experiment class. It was also shown that students' *post-test* vocabulary learning outcomes in the experiment class were higher than in the control class.

The output table of the *Independent Sample T-test* in *post-test* has obtained the value of sig. *Levene's Test for Equality of Variances* was  $0,776 > \alpha 0,05$ . It can be said that the data variants between the control class and experiment class were homogeneous or identical. Thus, the *Independent Sample T-test* analysis in the *post-test* guided by the value in the "*Equal Variances Assumed*" table. Based on the table, the value of sig. (2-tailed) was  $0,000 < 0,05$ . As the basis for decision making in *Independent Sample T-test*, it means that  $H_a$  is accepted. It can be concluded that there was a difference between the average students' *post-test* vocabulary learning outcomes in the control class and the experiment class. The mean difference listed was 12,875. This value showed the difference of average in the control class and the experiment class or  $86,13 - 73,25 = 12,875$ . So there was a difference in average, and the difference in average were 7,358 until 18,392 (95% Confidence Interval of the Difference Lower and Upper).

The result of the data analysis above was supported by a comparison method between *t-count* and *t-table*.  $H_a$  will be accepted if the *t-count* value is higher than the *t-table* value. In the output table of *Independents Sample T-test* in the *post-test*, *t-count* was obtained 4,665. The *t-table* was obtained from value  $df = 62$ , with an alpha of 0,05 divided into two because it was conducted in the unpaired sample. So that the *t-table* value was in the column 0.025 row  $df = 62$ , which was 1,998.  $T\text{-count} > t\text{-table}$ ;  $4,665 > 1,998$ . It can be said that  $H_a$  is accepted. In other words, there was a difference in average in the *post-test* scores in the control class and the experiment class.

The explanation of results data analysis in the *Independent sample T-test* table in the *pre-test* and *post-test* above can be concluded that the average difference was found in the *post-test* results in the control class and experiment class. It showed the experiment class was higher than the control



class due to the treatment of flip chart as a learning media in the experiment class while there was no treatment in the control class.

The result of the research of students' learning outcomes through the flip chart as a learning media indicated improvements in students' vocabulary learning outcomes. It was proved by students in the understanding of vocabulary material. It showed the significant post-test score in the experimental class, which was the class that is given flip chart treatment. It is in line with the theory proposed by Susilana et al. cited in Pratiwi and Mulyani, which stated that the flip chart as one learning media could present the material briefly and practically<sup>61</sup>.

In teaching vocabulary, flip charts as a learning media have been proven effective in improving students' vocabulary learning outcomes. A previous study conducted by Murni, which showed that the average score between cycle I and cycle II on vocabulary learning outcomes improved significantly through flip chart media, as indicated by the percentage cycle I was 22,58%, while cycle II was 90.23%<sup>62</sup>. In a study conducted by Himawan and Hendratno, it was said that flip chart improved writing skills. It was proved by the value of student learning outcomes in the first cycle of 72% and the second cycle of 92%<sup>63</sup>. It is known that writing skills are related to vocabulary. Because in practice, writing is an activity that requires the arrangement of words or vocabulary to make sentences. It is in line with the theory put forward by Morsey in Tarigan; writing is used, reports or informs, and influences; the aims and objectives can only be adequately achieved by people who can organize their thoughts and express them clearly. This clarity depends on organizational thought, use of words, and sentence structure<sup>64</sup>.

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<sup>61</sup> Pratiwi and Mulyani, "Penerapan Media Papan Balik, ..., p. 5

<sup>62</sup> Murni, "Improving Vocabulary Mastery by Using Flip Chart Media at Grade VIII Students of SMP Negeri 1 Batang Angkola", *Thesis*, IAIN Padangsidimpuan, 2020

<sup>63</sup> Rachmad Himawan S. N and Hendratno, Penggunaan Flipchart untuk Meningkatkan Ketrampilan Menulis Deskripsi Kelas IV SDN Gunung Anyar Tambak, *Jpsd*, Vol. 2(2), 2014

<sup>64</sup> Tarigan, H.G, *Menuli Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 2013, p. 4



Flip chart as a learning media presented visually can facilitate students who lack understanding in the teacher's explanation verbally. According to Sanaky, the benefit of media as a tool in the teaching-learning process is that media makes learning methods not only through verbal communication; teaching and learning activities become interesting and motivate students to improve learning outcomes following the learning objectives. The use of media makes teaching materials have a more precise meaning to reach more learning<sup>65</sup>.

In this study, it was also found that learning vocabulary through flip charts made students motivated in memorizing new vocabulary. It can be seen from their enthusiasm in following and participating during lessons. It supported a significant difference in students' vocabulary learning outcomes. The flip chart used in this study contained learning material and was filled with quizzes or games that stimulated interaction between students and teachers. It is in line with the theory stated by Huyen and Thu Nga, games usually build friendly competition and make students interested and participate in the learning activities actively<sup>66</sup>.

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<sup>65</sup> Hujair Sanaky, *Media Pembelajaran*, Yogyakarta: Kaukaba Dipantara, 2011, p. 4

<sup>66</sup> Huyen and Thu Nga, Learning Vocabulary through Games, *Asian EFL Journal*, 2003

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the research results and discussion, it can be concluded that there was a significant improvement in vocabulary learning outcomes among the students who were taught through flip chart and those who were not taught through flip chart at SMP Negeri 1 Tarub. In other words flip chart was effective in teaching vocabulary to the students. It showed by the mean of the control class *pre-test* was 62,38 and *post-test* was 73,25. Meanwhile, the mean of the experimental class *pre-test* was 62,38 and *post-test* was 86,13. It also showed by percentage of *pre-test* and *post-test* in the control class from 34,3% to 68,8%. Meanwhile, percentage of *pre-test* and *post-test* in the experimental class from 37,5% to 93,8%. From the results above, the experimental class improved significantly by using flip chart higher than the control class. The effectiveness of the flip chart was shown with the *post-test* results in the experiment class of 93.8% and categorized as very effective.

### B. Suggestion

Considering the results of the research entitled "The Effect of Flip Chart on Vocabulary Learning Outcomes at the 8th Grade Students of SMP Negeri 1 Tarub Tegal Regency", some suggestions can be made as follows:

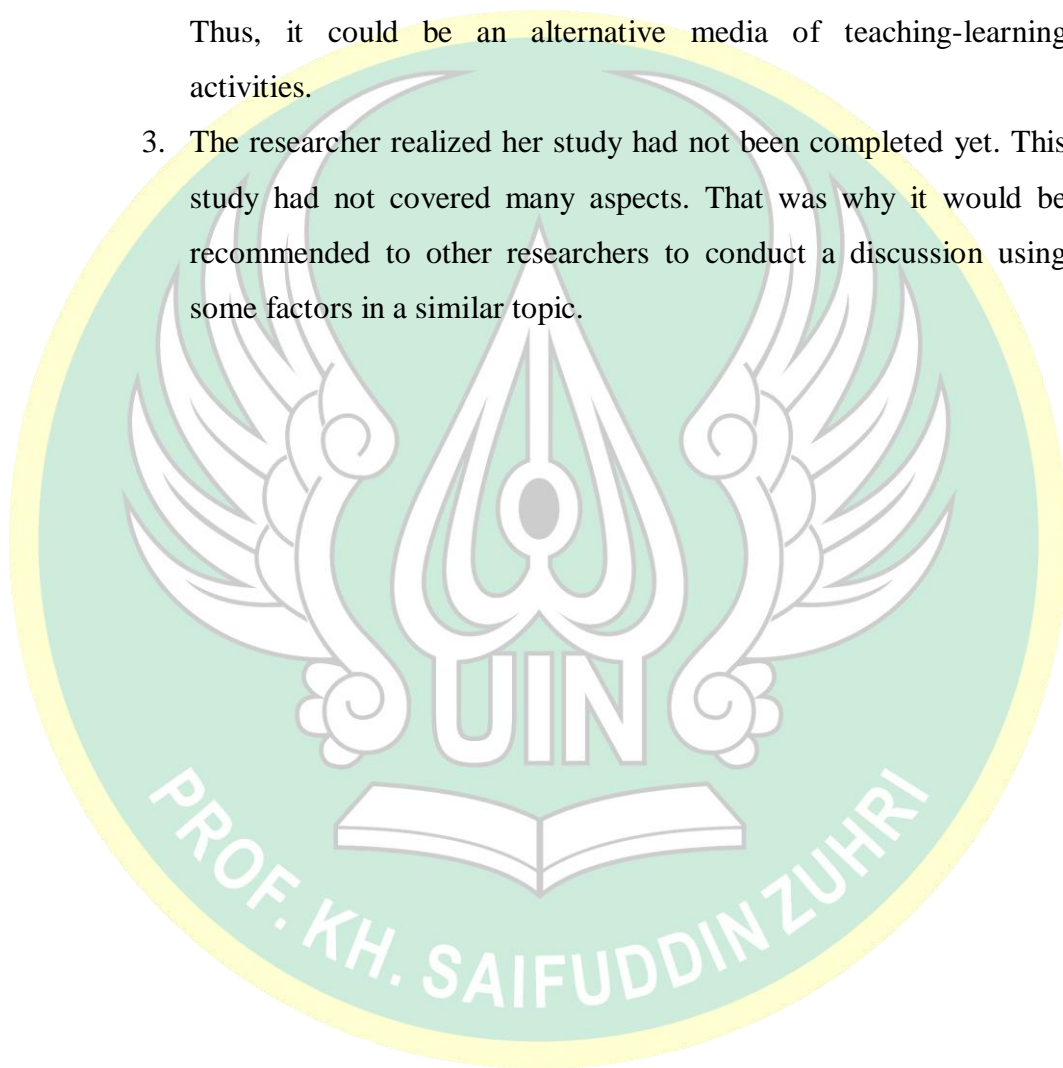
1. For the teachers
  - a. The teacher could provide simple vocabulary that is commonly used and how to pronunciation well.
  - b. The teacher could be more flexible and understand what students' need is, such as giving feedback to make exciting and interactive learning.
  - c. To further improve students' vocabulary learning outcomes at SMP Negeri 1 Tarub, the teacher could apply flip charts as a

learning media and use conventional methods that have been used so far.

2. For the school

The use of flip charts could be applied to English subjects and spread to other topics. Flip charts as learning media can create students' interest and decrease the tension of curriculum difficulties. Thus, it could be an alternative media of teaching-learning activities.

3. The researcher realized her study had not been completed yet. This study had not covered many aspects. That was why it would be recommended to other researchers to conduct a discussion using some factors in a similar topic.



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