

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the school subjects in Indonesia, English becomes a compulsory subject which should be taught starting from junior high school until senior high school, while for elementary school, English becomes an optional subject to be taught.¹ The goal of teaching English in Indonesia is to empower the learners to communicate their ideas and culture to others and to prepare human resources for global competitiveness.² However, teaching English in Indonesia still becomes teaching English as a foreign language which causes many students to have less opportunity in practicing English in daily conversation.³

Teaching English as a foreign language requires four competences. One of which is language competence,⁴ Teachers need to have a strong command of the English language, including listening, speaking, reading, and writing skills. They should be able to use English accurately and fluently, and be able to explain grammar and vocabulary in a clear and concise manner. It is essential to master vocabulary in order to complement the English abilities described above. It becomes an important aspect of English learning. The more individuals who learn language, the more freely they can speak, write, read, and listen.

¹ Husni Mubarak and Nina Sofiana, "An Evaluation of English Language Teaching in Indonesian Schools," *KnE Social Sciences* 2022 (2022): 12.

² Dzul kifli Isadaud, M. Dzikrul Fikri, and Muhammad Imam Bukhari, "The Urgency Of English In The Curriculum In Indonesia To Prepare Human Resources For Global Competitiveness," *DIAJAR: Jurnal Pendidikan dan Pembelajaran* 1, no. 1 (2022): 51–58.

³ Mubarak and Sofiana, "An Evaluation of English Language Teaching in Indonesian Schools."

⁴ Ulfah Khorotunnisa A. Syahid Robbani, "European Journal of Educational Research," *European Journal of Educational Research* 11, no. 1 (2021): 70.

The learning process is influenced by many factors, almost all factors in students' lives can affect learning both from within students and from outside students. The problem that is often encountered in learning vocabulary is that there are still many teachers who only teach by lecture without being supported by learning media, this kind of teaching makes students get bored quickly in class. The use of media that is in accordance with the subject matter can encourage students' interest in learning so that they can achieve learning objectives. The presence of the media has a fairly important meaning in the learning process. The ambiguity of the materials delivered can be helped by presenting the media as an intermediary for the complexity of the materials to be delivered. The use of flipchart media is expected to be able to encourage students' interest in learning because of the use of flipcharts as student learning media.

To increase students' vocabulary achievement, teachers should be more creative and protect educators from becoming bored. The teacher must be able to arrange the students' participation in the teaching and learning process. Students will not enjoy learning if the teacher is unable to adequately instruct them. The teacher is having some difficulties with the teaching and learning process. In English class, for example, learners are bored, afraid to learn, and remain passive. It reduces students' achievement in language learning. Their challenges in learning language cause them to fall short of the standard. The potential problems throughout the teaching learning process may have a negative impact on the students, who may become fearful of learning, passive, and bored. It makes the teaching learning process unique. Students have trouble learning English if the teacher is unattractive. Furthermore, they are unable to respond to the teacher's explanation. If the teacher employs an appropriate medium, the students' mastery of vocabulary will be stimulated. If the teacher

uses inappropriate media, the students get bored and passive in the learning process.

Learning vocabulary can be accomplished in a variety of methods, including the use of a dictionary, a picture, guessing, reading, a game, use visual aids and graphic organizers.⁵ Displaying words and their definitions for students to see, such as on a word wall, flip chart, or vocabulary graphic organizer, can be helpful. Showing pictures related to the word can also be useful.

According to the statement above, the researcher studied flipcharts to increase the seventh grade students' vocabulary proficiency. Paper with pictures (things, animals, etc.) can be used to educate students to spell and improve their vocabulary. The papers serve as a clue and a stimulant for students to respond in whatever way they see fit.

Flipchart media is media that contains learning materials that are hung on a pole and how to present them one by one. The advantage of flipchart media is that it is structured because the delivery of messages is carried out in stages so that it allows students to easily understand the contents of the messages in the flipchart. Based on the problems above, the writer hopes to be able to conduct development research on flipchart media for teaching vocabulary to the seventh grade students of junior high school.

According to Tri Yulia Akhimsa⁶, the effectiveness of using flipchart as a media to teach vocabulary at seventh grade students at SMP N 1 Kalipucang (west java) in the academic year 2012/2013 was studied. The purpose of this study must be to investigate whether or not flipcharts helped students in the seventh grade at SMP N 1 Kalipucang (west java) improve their vocabulary

⁵ The Meadows Center for Preventing Educational Risk. (2012). Reading instruction for middle school students: Developing lessons for improving comprehension. Austin, TX: Author .111

⁶ Tri Yulia Akhimsa, "The Effectiveness of Using Flipchart as a Media to Teach Vocabulary at the Seventh Grade Students of SMP N 1 Kalipucang (west java)," *English Department Faculty of Teacher training and Education Sciences*, (2012/2013).

achievement. There was a significant difference in students' vocabulary achievement when flipcharts were utilized versus when they were not used in this study. As a result, flipchart based vocabulary education can be concluded to be beneficial in increasing students' vocabulary achievement.

The researcher attempts to develop a flipchart for teaching vocabulary based on the previous research mentioned above. There are several weaknesses in previous research, and the researcher made it right by including such strong material. As a result, the researcher conducted the study titled "DEVELOPING FLIPCHART MEDIA FOR TEACHING VOCABULARY TO SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL"

B. Identification of the Problem

Based on the background of the research above, the researcher identified several problems:

1. The students struggle in learning English
2. The students lack comprehension of English vocabulary
3. The teachers are lack the media for teaching English vocabulary

C. Formulation of the Problem

The researcher of this study offers the following difficulty with the development of Flipchart media for teaching vocabulary to the seventh grade students of junior high school:

1. How is the Flipchart developed as learning media to teach vocabulary of junior high school?
2. How is the feasibility of Flipchart media in teaching students' vocabulary of junior high school?

D. Objectives of the Research

The study's aims are as follows, based on the difficulties listed above:

1. To describe how the Flipchart is developed as learning media to teach vocabulary of junior high school.

2. To know the feasibility of Flipchart media in teaching students' vocabulary of junior high school.

E. Product Specification

The outcome of this research is an English vocabulary flipchart. The specifications of the resulting product are as follows:

1. The vocabulary flipchart is designed for English learners, with a paper size of 148mm X 210mm (A5).
2. The cover of the flipchart is designed to be attractive and colorful, as a visually appealing appearance helps draw students' attention and encourages them to engage with the material.
3. The flipchart is printed on 190g art paper, while the vocabulary pages will use 230g ivory paper.
4. The font used in the flipchart varies to enhance readability.
5. The flipchart begins with a cover page, followed by indicators and the author's name.
6. The main content of the flipchart consists of a comprehensive vocabulary list.
7. The flipchart concludes with a bibliography.
8. The design features bright colors to maintain students' interest in reading.
9. The language is simple and easy to understand, ensuring students can easily grasp the material.

F. Benefit of the research

This study was a product in the form of a flipchart learning media for the introduction of English vocabulary in seventh grade students of junior high school. Therefore, the results of this study are expected to be useful for all parties.

1) Benefit for teacher

The benefits of this product for the teacher are follows:

- a. This media can be used as a medium for learning vocabulary for seventh grade students of junior high school.
- b. This research can be used as an alternative to research to create and develop learning media, especially the introduction of effective and efficient English vocabulary.

2) Benefit for students

The benefits of this product for students are as follows:

- a. Students are increasingly helped in studying and memorizing English vocabulary using innovative learning media.
- b. Students are more motivated and have great interest in learning English.
- c. Increase the active role of students in the introduction of English vocabulary because of pleasant learning media.