THE ROLE OF FLIP CHARTS IN IMPROVING ENGLISH VOCABULARY ACQUISITION

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ABSTRAK

Motivasi dan minat siswa terhadap apa yang mereka pelajari dapat ditingkatkan dengan penggunaan media pendidikan. Ada berbagai macam jenis media yang digunakan dalam proses pembelajaran, dari dasar hingga tingkat lanjut. Salah satu jenis media yang mendasar adalah media flipchart. Penelitian ini bertujuan untuk memastikan bagaimana media flip chart digunakan dalam pengajaran kosakata bahasa Inggris dan apa yang dipikirkan tutor tentangnya. Partisipan dalam penelitian ini adalah seorang tutor yang bekerja di Kelompok Kelas 21 UPB (Unit Pengembangan Bahasa) di Universitas Islam Negeri Antasari Banjarmasin. Dalam penelitian ini, data dikumpulkan melalui wawancara dan observasi menggunakan metodologi kualitatif deskriptif. Menurut temuan penelitian, media flip chart dapat meningkatkan motivasi dan pemahaman siswa sekaligus membantu dalam pembelajaran kosakata. Temuan tersebut menunjukkan banyak proses penting yang terlibat dalam penggunaan flip chart untuk membantu pengembangan kosakata. Strategi berikut digunakan oleh tutor: 1) persiapan diri; 2) penempatan flip chart yang tepat; 3) pengaturan tempat duduk siswa; 4) pengenalan materi dan penyajian gambar dan teks informasional secara mudah dipahami dan lugas; 5) tutor memastikan setiap siswa dapat melihat flip chart dengan jelas; dan 6) menginstruksikan siswa untuk membentuk setengah lingkaran atau posisi U. Karena kemampuan adaptasinya dan kapasitasnya untuk mendukung instruksi yang lebih menarik dan inovatif, tutor juga memiliki pendapat yang baik tentang penggunaan media ini. Studi ini berfungsi sebagai sumber berharga untuk penelitian lebih lanjut di bidang yang sama dan secara signifikan meningkatkan kualitas pengajaran kosakata dalam bahasa Inggris.

Kata kunci : Pemerolehan, Kosakata Bahasa Inggris, Flip Chart, Peranan

ABSTRACT

Students' motivation and interest in what they are learning can both be increased with the use of educational media. There is a wide range of media kinds that are utilized in the learning process, from basic to advanced. One basic sort of media is flip chart media. This study intends to ascertain how flip chart media is used in English vocabulary instruction and what tutors think about it. The participant in this study was a tutor who worked with Class Group 21 of UPB (Unit Pengembangan Bahasa) at the Islamic State University of Antasari Banjarmasin. In this study, data were gathered through interviews and observation using a descriptive qualitative methodology. According to the research findings, flip chart media can improve students' motivation and comprehension while also aiding in vocabulary learning. The findings indicate numerous crucial processes involved in using flip charts to aid in vocabulary development. The following strategies are used by the tutor: 1) self-preparation; 2) appropriate flip chart placement; 3) seating arrangement of students; 4) material introduction and informational picture and text presentation understandably and straightforwardly; 5) tutor makes sure every student can see the flip chart clearly; and 6) instructs students to form a semicircle or U position. Because of its adaptability and capacity to support more engaging and innovative instruction, the tutor also held a favorable opinion of the usage of this media. This study serves as a valuable resource for further research in the same field and significantly enhances the quality of vocabulary instruction in English.

Keywords : Acquisition, English Vocabulary, Flip Charts, Role

INTRODUCTION

Any phrase that a person is familiar with as well as every word in a language list from a book or class is considered their vocabulary. Richards and Renandya (2002) assert that vocabulary is a crucial aspect of language proficiency that affects students' capacity to read, write, talk, and listen. The implication is that one of the key elements of language is vocabulary. Humans may communicate by using a language, and they can also learn about one another by speaking (Hambali et al, 2020). Hamer and Rohimajaya (2018) suggest that teachers can enhance students' vocabulary acquisition by utilizing a variety of teaching approaches and appropriate learning media.

One of the language skills that a person or persons should acquire when studying a language is vocabulary. According to Ghazal (2007), words are seen as the foundation for learning a seclanguage. It suggests that pupils will struggle to comprehend what they see, read, and learn if they are not familiar with word meanings. If their vocabulary is too small, they will not be able to practice or develop the language. According to Astuti (2014), a vocabulary is a group of terms that are utilized in a variety of everyday contexts, including business, technology (AECT, 1997), literature, politics, and the arts. This viewpoint is supported by Hiebert and Kamil (2005), who define vocabulary as the collection of terms that we are familiar with when we speak, write, or read.

Receptive and Productive Vocabulary are the two categories into which Aebersold and Field (1997) in Jannah (2011) split vocabulary. Misbahudin (2011) cites Aeborsold and Field (1997) as the source of numerous more terminology for vocabulary types: both passive and active vocabulary. For individuals studying English as a second language or as a foreign language, expanding their vocabulary is essential. According to Tozcu and Coady (2004), reading comprehension, foreign language competency, and language acquisition all depend on vocabulary learning. Furthermore, according to Huebener (1965) as cited in Rohmatillah (2014), says that the development of certain habits is the foundation for language learning. This includes the relationship between symbols and meaning, so it's clear that adding to the term's meaning is just as important as using it repeatedly.

Moreover, learning vocabulary involves four stages, according to Grauberg (1997) in Rohmatillah (2014): discrimination, understanding meaning, remembering, consolidation, and extension of meaning. According to Lado, as referenced in Mardianawati (2012), students must master the following five components of vocabulary: meaning, spelling, pronunciation, word classes, and word use. Media, according to Heinich et al (2002), is a channel for communication. The word "between" refers to anything that transfers data from one source to another and is derived from the Latin word meaning "between." Teachers, computers, printed information, television, diagrams, and video are a few examples. Messages with an educational intent are referred to as instructional media. The media's main goal is to make communication easier.

According to Arsyad (2011), the Latin word "medius," which means "middle," "intermediary," or "introduction," is where the term "media" comes from. In education, "media" refers to graphic, photographic, or electronic tools that are used to record, process, and arrange spoken or visual data. According to Sadiman (2011), the word "media" is Latin in origin and is the plural form of the word "medium," which means "intermediary" or "introducer." Media acts as a messenger or intermediate between the message's sender and recipient. People often impose restrictions on the media. According to the description given above, media serves as a tool or intermediary in the learning process that helps students meet their learning objectives.

Media are categorized into seven groups, according to Mahajan (2012): Activity, Graphic Media, Display Media, Three-dimensional Media, Projected Media, Audio Media, and Video Media.

Anitah (2009) lists the following categories of media: (a) non-projected visual media, like cartoons, illustrations, charts, graphs, diagrams, maps, and so forth; (b) projected visual media, like slides, opaque projectors, overhead projectors (OHP), and string films (frame films); (c) audio media, like radio, optical media, tapes, telephones, and so forth; and (d) audiovisual.

Throughout the educational process, knowledge can be provided through learning media (Nurseto, 2011). Asyhar (2012) offers objectives beyond merely conveying knowledge during education.

The main elements of media consumption in the educational process are categorized as follows by Musfiqon (2012): (a) The effectiveness and efficiency of Princip. Learning effectiveness is successfully finishing a learning process to meet learning objectives. (b) Relevance principles hold even though optimizing efficiency means utilizing the least money, time, facilities, infrastructure, and other resources possible. Selecting media that aligns with learning objectives, content, strategies, assessment criteria, and productivity principles should be a breeze for educators. Utilizing the available human and natural resources to put the learning process into practice yields the best results.

Nurseto (2011) stated that flip charts are paper sheets that are arranged in a sequence and tied at the top. They are sized like a calendar and come in two sizes: 50X75 cm and 21X28 cm. Flipcharts are a useful tool for delivering instructional content. It suggests that the flip chart may inspire children to be creative in the classroom in addition to knowing what they are studying (Linda, 2021). Information is shown on a flip chart, also known as a feedback chart, according to Pratiwi in Aziz et al. (2020). Separate sheets are used to write or mention different parts of a message before being combined into one. The easiest approach to using a flip chart is to arrange the sheets so that the message is carried out one at a time.

There are multiple benefits to using flip charts. Susilana et al. (2009) state that these benefits consist of: They are often smaller in size than a standard whiteboard, allowing for the succinct display of learning messages that cover the key aspects of the learning content. This enables them to convey learning messages understandably and practically. Because this media doesn't require energy, it may be used both indoors and outside. As a result, utilizing it outside in locations without power lines won't present any issues. In terms of planning, execution, expense, and numerous other areas, this flip chart medium works well. Simple, movable, and easy-to-use media. With two presenting options, flipcharts promote student and lecturer creativity in look and design Pratiwi, 2013).

Flip chart utilization offers several advantages, according to Pratiwi and Mulyani (2013). To begin with, production is simple. Instructors can make it with the help of useful resources and examples. Secondly, it is essentially transportable. It is simple to hold and flip. The third advantage of using media is that educators can practically teach content in a fresh and inventive way using just one medium. Students can therefore have fun while taking part in the activity. Depending on the content, the final advantage is that it can be applied again the next semester or year. Some drawbacks of flip chart media, according to Indriana (2011), include the following: student groups of no more than thirty individuals may use this. It is necessary to modify the presentation to suit the greatest quantity and accessibility of students viewing the media flip chart. Because paper is the primary material used to make flip charts, they are not very durable.

Thus, it may be concluded that students are not drawn to using traditional media, such as books, as mentioned by Julaiha, Syahputri, and Prihatini (2022). According to Liando & Martha, 2019), this means that students want new learning materials that are tailored to their needs as well as the demands of the subjects and the students themselves. By utilizing learning resources, pupils can get past their challenges by expanding their vocabulary in English. When learning is only getting started, using educational media can make a big difference in how well communications and lesson content are delivered and how effective the learning process is (Kustandi, 2011).

Learning media can enhance students' comprehension of the material being studied as well as their motivation and interest in it (Anitah, 2012). There are many different kinds of media used in education, ranging from basic to sophisticated (Cecep & Bambang, 2011). One basic sort of media is flip chart media. Language Development Unit (UPB) of UIN Antasari Banjarmasin's English program is one instance of a learning environment that makes use of flip chart media. Flip chart media is used by tutors to teach vocabulary since it helps students retain the information. So that pupils' vocabulary can be expanded through flip chart media. Consequently, this study must determine how flip charts are used as a medium for teaching English vocabulary as well as the opinions of tutors regarding the use of flip charts in vocabulary instruction.

Numerous scholars have studied flip chart media, drawing on a variety of relevant sources for their work. According to Aryani (2021), there are variations in vocabulary acquisition results between the pre-and post-experimental classrooms that use flip chart media. Student vocabulary learning outcomes have increased with the use of flip chart media. Murni (2020) sought to determine the degree to which using a flip chart improves vocabulary mastery. Students were more

engaged and driven to commit words to memory, according to the study. Using media such as flip charts, pupils become more engaged. Finally, a study by Fitria, Hilmiyati, and Anita (2020) demonstrated that students' use of flip chart media to improve speaking skills increased their bravery and activity in speaking English.

The topic of flip charts as learning aids is shared by this study and the three studies mentioned above. The focus on vocabulary is where this study and the first and second studies have parallels. This study differs from the other three in that it was carried out at a university, whereas the other three were carried out in junior high schools and Islamic junior high schools. The third study addresses flip charts as a tool for speaking abilities, but this study covers flip charts as a tool for vocabulary development. This is just another way that the two studies differ from one another.

METHODS

IIn this research, the researchers adopted qualitative research design. As defined by Creswell (2012), qualitative research entails investigating an issue and gaining a thorough grasp of a phenomenon. In addition, the researchers used a descriptive qualitative method to collect extensive data. To capture the study's purpose, the qualitative approach requires extensive data collection from participants (Suharsimi, 2006). Descriptive qualitative research generates a wealth of information on a topic of interest to the researchers. It is supported by Fox and Bayat (2007), who argue that descriptive research aims to study existing difficulties or problems by gathering data that allows them to fully expound on the situation. Sukardi (2014) in Rusli (2021) defines descriptive research techniques in a qualitative research methodology by identifying important problems to be solved through descriptive qualitative method.

The purpose of this study is to find out the implementation of flip chart as a media in learning English vocabulary, as well as to find out the tutors' views of vocabulary learning using flip chart. This research is clearly limit and formulate the problem. Two questions were developed in this research by the researchers: 1) The implementation of flip chart as the media in English vocabulary learning. 2) The views of the tutor of learning vocabulary by using flip chart. The researchers determined the study's aims and advantages. If flip charts are implemented in English vocabulary learning,

implementing flip charts in vocabulary lessons makes it easier for students to learn vocabulary.

This research will yield important information about the implementation of flip chart as a media in English vocabulary learning. Then, the researchers Conduct a problem-specific literature review. In this research, the researchers found information from other journals regarding the use of flip chart media in English learning.

The participant in this research is the tutor who teach UPB (Unit Pengembangan Bahasa) class group 21 (twenty-one) English at UIN Antasari Banjarbaru. The researchers chose the participants for the study by conducting a pre-observation to observe the tutor in the UPB class who used flip chart media in learning vocabulary. The tutor has been teaching at UPB since 2019 until now. The tutor has used flip chart media since she was a student and still using it in UPB classes to teach vocabulary.

In this study, researchers employed two data collection techniques which are observation and interview. Observation is done by observing and recording all events. This method aims to find out the truth or facts in the field (Moleong, 2010). The researchers observed how the tutor implemented the flip chart media for English vocabulary learning which consist of seven point. As defined by Yusuf (2014), an interview is an event or process where the interviewer interacts directly with the source of information or the interviewee relating to an object under research. The researchers conducted interview with tutors' views of learning vocabulary by using flip chart.

The researchers analyzed the data using descriptive qualitative methods. Sugiyono (2008) defines three actions for analyzing data in descriptive qualitative research. These activities include data reduction, data display, and conclusion drawing/verification Miles & Huberman, 2014). Based on these principles, the researcher divides data analysis into three activities: data reduction, data display, and drawing conclusions.

RESULTS AND DISCUSSION

1. The Implementation of Flip Chart as the Media in English Vocabulary Learning

Based on observations, the researcher has found how tutor implement flip chart in learning English vocabulary.

   a. Prepare self, make suitable teaching materials, and mastered how to make use of flip chart media in the learning proses

Based on the observations that have been done by the researchers, it was found that the tutor prepared herself before starting the learning process. The tutor is preparing teaching materials that were in accordance with the material in the book, before starting the lesson, the tutor prepared the flip chart media then the white board and after that the flip chart would be attached to the white board and it seemed that the tutor had mastered how to use the flip chart in the learning process.

b. Arranging the right position so that the flip chart can be well viewed by all the students in the class

Based on the observations 1, 2, and 3 the researcher found that the tutor arranged the position of the flip chart so that it can be seen by all students. The tutor placed the flip chart in front and in the middle so that all students can see the pictures and writing on the flip chart. After that the tutor also asked students whether the students could see the flip chart in front of them. In the first observation, the tutor used a big flip chart and placed it in front or in the middle between students. While in the second and third observations, the tutor used a small or mini flip chart which was then distributed to each student

c. Asking the students to form a position into a half circle or leter U, and ensuring that all students will be able to view the flip chart media

The tutor asked students to form a position and ensure that all students could see the flip chart media was found by the researcher on observation 1, 2, and 3. Then, the tutor divided the students into 2 groups, then asked the students to form a small circle, so the tutor did not ask students to form a semicircle or U position, the tutor only asked students to form a small circle position. This is because this position is the best position for students and all students can see the flip chart media.

d. Introducing the subject matter, the material presented is first introduced at the beginning of the lesson

The tutor will introduce the topic matter at the start of the lesson. For example, before entering the core of learning, at the beginning the tutor explains the material that will be discussed in the current lesson. For example, the material to be discussed in learning material about "Health Problems", the tutor explains simply what is meant by "Health Problems", then the tutor provides an introduction to the material and explains what will be discussed in the material. This was found on observation 1, 2, and 3.

e. Presenting pictures after entering the material, showing the pictures on the flip chart and providing sufficient information, use the simple language and easy to understand by students.

Reached on the observations 1, 2, and 3 the researcher found that after introducing the material at the beginning of the lesson, then after entering the material, the tutor shows the pictures on the flip chart and gives a brief description, using simple language so that it is easily understood by students. The tutor will ask students to memorize the vocabulary on the flip chart that the tutor has shown to students. After that, the tutor flips through the flip chart and will open it again to check whether the students have memorized the vocabulary on the flip chart or not.

f. Students are asked to summarize the material and the tutor reinforces the conclusions concluded by the students

Reached on the observations 2 and 3 the researcher found that the tutor only asked several students to make conclusions about the material or vocabulary that had been learned and after the students summarized or concluded the material, the tutor gave reinforcement of the students' conclusions, and then would open the flip chart to check whether the conclusions given by the students were correct.

There are 6 activities carried out by the tutor in the implementation of flip chart as a media in learning English vocabulary. The first activity is prepare self, make suitable teaching materials, and mastered how to make use of flip chart media in the learning proses. The tutor prepared herself, mastering and understanding how to use flip chart media. This is in line with the theory from Nurseto (2011), namely, self-preparation: The lecturer/teacher should have a thorough

understanding of the learning content and the ability to use the media effectively.

The second activity carried out by the tutor is to arrange the right position so that the flip chart can be well visible to all students in the class. Adjust the position of the flip chart so that all students can see the flip chart media. This is in line with the theory from Nurseto (2011), Proper placement. Pay close attention to how the flip chart is positioned so that it is visible to all students in the classroom.

The third activity carried out by the tutor is instructed the students to form a semicircle or U-form, and ensure that all students can see the flip chart media. The tutor directed students to form a small circle position so that they could see the flip chart media. This is in line with the theory from Nurseto (2011), Student Arrangement. For example, students are arranged in a semicircle, or letter U, to ensure that all students have an excellent perspective

The fourth activity carried out by the tutor is introduce the subject matter, the material presented is first introduced at the start of the learning. Materials that should be introduced at the start of the learning. This is line with the theory from Nurseto (2011), Introducing subject matter. Information is first introduced to students at the beginning of the lesson.

The fitfth activity carried out by the tutor is presented the pictures after entering the material, shows the pictures on the flip chart and provides sufficient information, uses simple language and is easy for students to understand. The pictures are presented on a flip chart media attached to the white board after entering the material. This is line with the theory from Nurseto (2011), Display pictures. After entering the material, begin displaying sheets of flip chart images and providing adequate information.

The sixth activity carried out by the tutor is providing opportunities for the students to ask questions, the tutor should provide stimulation for the students to ask questions and provide opportunities for the students to comment on the contents of the flip chart that has been presented. The students summarize or give conclusions and the tutor will provide stimulation and reinforcement of the conclusions that have been given. The tutor can reopen the flip chart board to confirm the conclusion. This is line with the theory from Nurseto (2011) Summarize the material. Encourage students actively participate in summarizing the material reinforced by the teacher. If deemed necessary, students or professors reopen some important flip chart.

2. The Views of the Tutor of Learning Vocabulary by Using Flip Chart

Based on the results of interviews conducted by researcher, there are 12 the views of tutor of learning vocabulary by using flip chart.

a. The Advantages of Flip Chart:

1) Reasons for using flip chart media to teach vocabulary

The tutor used flip chart media to teach vocabulary are because flip chart media is effective, flip charts are also easy to use because they can be flipped and flip chart media has many sizes, not only big size but also small or medium size flip charts. The tutor also mentioned that anything that can be flipped can be considered a flip chart.

This can be seen from the interview with the tutor who said "*Actually, there are so many media I can use for learning the vocabulary, but why does Ms. use flip charts. Because flip charts are effective both in terms of preparation and then, sometimes it's the first experience for students to use flip charts, even though the flip chart may not be as perfect as we imagine, but a simple flip chart is more appropriate, so from that it will be media than usual, so why use flip charts to make it easier to flip back and forth and then the flip chart doesn't have to be big, no, it can be a mini flip chart like before or a medium flip chart. Or things that can be flipped back and forth we can consider as flip charts*".

2) The period of time participants used flip charts as a medium to teach vocabulary

The tutor had used flip charts when she was a student, more precisely when she first used flip charts while carrying out *PPL* (*Praktek Pengalaman Lapangan*) activities. Because the tutor consider teaching using flip chart media to be more effective in preparing time, costs, and everything else is more effective. So starting during PPL and until now the tutor still use flip charts when

teaching, especially in teaching English vocabulary.

This can be seen from the interview with the tutor who said "*Actually, when it comes to flip charts, the first time I used flip charts was when I studied at university, so at the beginning of college, like you too, I used flip charts for the first time. Because of that, flip charts are more effective in terms of time to prepare, costs, etc., so from PPL and then teaching in class.*"

3) Flip chart media can convey the learning message clearly and practically

Because by using flip charts students can see the vocabulary in the form of pictures and sentences. From seeing the pictures and the sentences on the flip chart, students can memorize and remember vocabulary easily. And the flip chart media can be reversed so that the tutor can open and close again to check or find out whether students have been able to understand the message of the flip chart media.

This can be seen from the interview with the tutor who said "*Okay, the flip chart has something they see, well from the things they see, the vocab they see there is a picture and there is a reading that makes them remember, which picture, which name, which vocab. Then it can be opened and closed if the flip chart, if it is opened and closed, they have to remember and then open it again to check whether it is correct or not.*"

4) This flip chart media is easy to use for teaching vocabulary

Flip chart media is very easy to use when compared to other media. It is easy for the tutor to prepare for teaching vocabulary. Actually, flip charts can be used for teaching vocabulary, but they are usually more effective for teaching vocabulary.

This can be seen from the interview with the tutor who said "*Yes, as Ms said before it's a simple media from other media that we can prepare as a teacher, which is a flip chart to teach at least vocabulary. But other than vocabulary it can be, but mostly it is more effective for vocabulary.*"

5) Participants' flip chart media design

Before designing the flip chart, the tutor will first look at the material, what material will be studied at the meeting to be held, for example the material to be studied about "Health Problems". So first look at the book after that the tutor will look for the material. Usually, the tutor looks for material or images from Pinterest, and according to the tutor on Pinterest there is a lot of material or images that they want to find.

This can be seen from the interview with the tutor who said "*Firstly, of course I look at the material, so the material on the day of the meeting is what the material is first so look at the material first. For example, yesterday we went to the Health Problem material, which is about diseases and how to deal with diseases, that's the material. So first look at the material in the book and then look for the material. Looking for the material, Ms. Mostly looks for it on Pinterest, on Pinterest there are a lot of loads for learning.*"

6) Flip chart can be used for both indoors and outdoors

Flip chart media can be used both indoors and outdoors. However, the tutor only teaches vocabulary using flip charts in the classroom. Because the flip chart used is not a flip chart that can be moved (portable). The tutor only uses a white board then the flip chart will be attached to the white board. And the external factor is that the flip chart cannot be used outside the room in the tutor's class, namely because the white board used cannot be moved and the white board legs are damaged so that they can be moved or taken out of the room. Another reason flip charts are only used indoors is because the tutor in this semester teach in *UPB* (*Unit Pengembangan Bahasa*) classes on the second floor, and do not allow the tutor to bring flip charts to the third floor to teach on the rooftop or outdoors. But participants explained that they had used or used flip charts outdoors or on the rooftop but that was when the tutor taught in *UPB* classes on the third floor in the previous semester.

This can be seen from the interview with the tutor who said "*So this flip chart actually, if the flip chart can make the flip chart portable, which can be lifted up, well it can really be made outside (outdoor). But unfortunately for now in the UPB class, we can't use the portable one because we have to make it first, while this time, Ms. Use the flip chart is only put on the white board and it's a bit difficult to bring the white board out. And another external factor, the white board in the class was damaged so it could not be taken out. And usually when I was in class, Ms. taught on the 3rd floor, and there was a rooftop on the 3rd floor, so we could go to the rooftop to study indoors. But for this semester, it's on the second floor, so it's a bit difficult to take them to the rooftop.*"

7) The materials for flip chart are relatively cheap

The materials used to make flip charts can be said to be cheap and simple, besides that the materials for making flip charts are also easy to find. The materials used to make can be printed or can be DIY (Do It Yourself), and we can draw it ourselves if we have good drawing skills. So, this flip chart media is one of the simple media and the materials are cheap to make.

This can be seen from the interview with the tutor who said "*This is effective, simple and cheap. So, we only need media or continue to print it or we can DIY it ourselves for the media. If we can draw, we can draw it ourselves, so this is the cheapest media to use.*"

8) Flip chart media make students creative and innovative during the vocabulary learning process

Flip charts can make it easier for students to memorize and remember. Because with students looking at the flip chart media, students can see pictures and writing vocabulary and when the tutor asks students to practice memorizing vocabulary by using body language. So, students not only can memorize but also can remember vocabulary directly by using body language. Flip charts can make students more creative and innovative in the vocabulary learning process in the classroom.

This can be seen from the interview with the tutor who said "*So like yesterday we had a practice, from that practice it turns out that the flip chart not only makes them memorize and remember, but also can remember directly with body language, by saying the vocabulary, so it can be done.*"

9) Flip chart media can be used repeatedly to the next semester or the next year

Flip charts can be used repeatedly until the next semester or until the next academic year. The tutor can use the flip chart media again even though usually every semester, the class being taught is different but the tutor can use the flip chart again in the next semester because the material will still be the same. In addition, the tutor uses a flip chart of at least one unit from the many units in the book. Tutor also explains that they usually do not only use flip chart media, they can also use card or puzzle media. However, the most commonly used media is flip chart media.

This can be seen from the interview with the tutor who said "*Yes, it is very possible, actually every semester, every class, Ms. usually has different groups, there must be using flip charts, at least one unit, like this one unit using flip charts in*

the sixth unit. So, one unit, at least one unit out of all the units. Or if not flip chart there are also other things, like cards or puzzles."

b. The Disadvantages of Flip Chart

1) Flip chart media suitable for large group learning

For large groups, the flip chart used must also be large so that all students can clearly see the images and sentences on the flip chart. Meanwhile, small groups can use medium-sized or small flip charts. The size of the flip chart can be conditioned by the number of people or groups in the class.

This can bee seen from the interview with the tutor who said "*Yes, if the group is large, the flip chart must also be bigger, it can be seen, it can be read clearly by a large group. So, condition, if the group is small the flip chart can also be small, if the group is big, it means a big flip chart.*"

2) Presentation be adjusted to the maximum number and distance that students' see the flip chart media

The presentation of the flip chart must be adjusted to the maximum number of students so that the students can see the flip chart media. If it is a large group then you can use a larger flip chart, while if it is a small group can use a small flip chart too. If using a small flip chart, students will be divided into two groups then the flip chart will be distributed to students. So the flip chart is for students, not placed in front of the class because the flip chart used is small.

This can be seen from the interview with the tutor who said "*Yes, so if it's a big group, the flip chart can be big, if it's a small group, the flip chart can also be small. Or like Ms. Yesterday, we divided the flip chart, so we divided the two groups so the flip chart is for them, not in front of the class.*"

3) Time period for using flip charts as media

Everything that has been researched by many based on theory is actually effective. Perhaps the basic material of this paper flip chart can last a long time. The media is not only used it can also use other media. As the times develop, flip charts may be modified to follow the times. Originally the flip chart was made of paper, in the future it will change or take another form, which is more creative and there are new innovations from the flip chart.

This can be seen from the interview with the tutor who said "*Everything media that is based in the theory that has been researched by many people, is actually effective but no, the media is always just that. So it is effective when used, so this is what is used flip chart then maybe other than*

that later what. It's just that the flip chart may be a modified form following the times. So initially the flip chart was in the form of paper and then maybe later it will be shaped like something like that, so it's more creative. Yes, so there is innovation from the flip chart."

Based on the findings, there are 12 the views of the tutor of learning vocabulary by using flip chart.

First, effective, easy preparation, Flip charts are simple to use since they can be flipped and come in a variety of sizes, including large, medium, and small. This is in accordance with the theory from Pratiwi and Mulyani (2013) Easy to produce. Teachers can make it using examples and valuable materials. It is easily flipped and handled.

Second, during this time, the tutor taught vocabulary using flip charts. The flip chart media is considered effective to use, easy to prepare, and affordable, and others. This is in accordance with the theory from Susilana.et al (2009) Flip chart media is effective in the aspects of preparation, production, cost and many others. The materials for making materials are relatively cheap.

Third, Flip chart media can convey learning information clearly and practically. Flip chart media helps students understand and remember vocabulary clearly and practically by looking at the pictures and text on the flip chart. This is in line with the theory from Susilana.et al (2009) Able to deliver learning messages in a clear and practical way that can do so because they are typically smaller in size than a typical whiteboard, allowing for the concise presentation of learning messages that cover the essential points of the learning material.

Fourth, this flip chart medium is simple to use for teaching vocabulary. The flip chart media is simple to use and effective for teaching vocabulary. This is in line with the theory from Susilana.et al (2009) It's movable, easy to use and simple media. This media is easy to move, simple, and very suitable for teaching vocabulary because flip chart display the pictures so that students can see the pictures along with the descriptions.

Fifth, media design for the flip chart used by participants. Before designing, the first thing to do is to look at the material in the book. After learning the material, search for material and images on Pinterest. This is in line with the theory from Susilana.et al (2009) Flip chart allow for student creativity in appearance and design, the first contains educational messaging, such as whiteboards, whereas the flipchart is compact and employs markers as a writing tool. Second, before the flipchart, there are pre-prepared learning messages in the form of pictures, text, graphics, charts, and others.

Sixth, flip chart can be used for both indoors and outdoors. Flip charts can be used outdoors as well as indoors, but there are external factors, flip charts are only used indoors or in the classroom because the limitations of the flip charts used cannot be taken to the third floor or to the rooftop because the class is on the second floor, but in the previous year flip charts had been used outdoors. This is in line with the theory from Susilana.et al (2009) This media can be used both indoors and outdoors because it does not require electricity, therefore using it outside in areas without power lines will not be a problem.

Seventh, the materials for flip charts are relatively low priced. The materials used to make flip charts are simple and affordable, can be drawn by yourself (DIY) or printed. This is in accordance with the theory from Susilana.et al (2009) The materials for making materials are relatively cheap, namely the basic material for making flipcharts is paper.

Eight, flip chart media encourages students' creativity and innovation during the vocabulary learning process. Flip charts make it easier for tutors and students to memorize and remember, because students can view pictures and text regarding vocabulary on the flip chart. This is based on the theory from Pratiwi and Mulyani (2013) benefit using flip chart media is that teachers can convey material practically in one media to be creative and innovative.

Ninth, flip chart media can be used over again until the next semester or the next year. Flip chart media that has been used in the previous semester can be used again for the next semester or the next academic year, because the material is likely to remain the same as the material in the previous semester. This is based on the theory from Pratiwi and Mulyani (2013) can be used again in the next semester or year, depending on the material.

Tenth, flip chart media is ideal for large group learning. Flip chart media is suitable for large groups and small groups, for large groups you can use large flip charts while for small groups you can use small flip charts. Flip charts must be adjusted to the number or groups in the class. This is based on the theory from Indriana (2011) Can only be used for student groups of around 30 people.

Eleventh, presentation is adjusted to the maximum number of and distance of students to

be visible to see the flip chart media. The flip chart presented should be adjusted to the maximum number and distance of students to be visible. This is in line with the theory from Indriana (2011) The presentation must be adjusted to the maximum number and distance of students who see the media flip chart media

Twelfth, the period of time for using flip charts as media. Flip chart media can survive a long time, although this is not assured because flip charts are made from paper. This is in line with the theory from Indriana (2011) Not durable because the basic material making flip charts is paper. The basic material used to make this flip chart is paper, as is known, this paper material does not last long. Because if paper is stored for a long period of time, it is easily damaged and torn, and if exposed to water, it becomes wet.
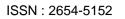
CONCLUSION

There are 6 activities done by the tutor in the classroom. These 6 activities are a part of the implementation of flip chart as the media in English vocabulary learning. They are: (1) Prepare self, make suitable teaching materials, and mastered how to make use of flip chart media in the learning proses. (2) Arranging the right position so that the flip chart can be well viewed by all the students in the class. (3) Asking the students to form a position into a half circle or leter U, and ensuring that all students will be able to view the flip chart media. (4) Introducing the subject matter, the material presented is first introduced at the beginning of the lesson. (5) Presenting pictures after entering the material, showing the pictures on the flip chart and providing sufficient information, use the simple language and easy to understand by students. (6) Students are asked to summarize the material and the tutor reinforces the conclusions concluded by the students. Most the activities are perfomed by the tutor consistently.

There are 12 tutors' views on vocabulary learning using flip chart media. There are 9 advantages of flip charts according to the tutor's views, they are (1) Reasons for using flip chart media to teach vocabulary. (2) The period of time participants used flip charts as a medium to teach vocabulary. (3) Flip chart media can convey the learning message clearly and practically. (4) This flip chart media is easy to use for teaching vocabulary. (5) Participants' flip chart media design. (6) Flip chart can be used for both indoors and outdoors. (7) The materials for flip chart are relatively cheap. (8) Flip chart make students creative and innovative during the vocabulary learning. (9) Flip chart media can be used repeatedly to next semester or the next year. There are 3 disadvantages of flip charts according to the tutor's views, they are: (1) Flip chart media suitable for large group learning. (2) Presentation be adjusted to be maximum number and distance so that students' see the flip chart media. (3) Time period for using flip chart as media. Most of the views from the tutor are positive views.

The researchers acknowledge that many parts of this study are still unknown, pointing out possible gaps and areas that warrant further research. They thus invite other scholars to build on their work by investigating various media or various topics and settings. Subsequent research endeavors might offer a more thorough comprehension of the subject matter, provide fresh perspectives, and bolster the results using diverse approaches and viewpoints. As a result of this ongoing investigation, research in this field will become more thorough and dependable.

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