

# The Effectiveness of using Flipchart as a Learning Media for Speaking Skill at Junior High School

Nur Hasna Fitria<sup>1</sup>, Fitri Hilmiyati<sup>2</sup> Anita<sup>3</sup>

<sup>1,2,3</sup>Department of English Education, Faculty of Education and Teacher Training.  
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia  
Jl. Syekh Nawawi Al-Bantani No. 30 Curug Serang Banten, Indonesia 42171

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## Keywords:

Flipchart, Experiment, Speaking Skill

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## \*Corresponding Author:

anita.ftk@uinbanten.ac.id

**Abstract:** This research designed to find out the effectiveness of using flip chart as a learning media for speaking skill. The researcher used experimental research. The result of the research shows that hypothesis that of t-test of both sample t-test with 5% significance level found  $t_{table}$  1.66 and with 1% significance level found  $t_{table}$  2,38. So, the result is  $t_t$  is 5% <  $t_o$ , or  $t_o$  >  $t_t$  1%. It is mean that  $t_o$  (t observasion ) is higher that  $t_t$  (t table). To know whether it is significance or not we have to look at the t table in appendix. The result of  $t_t$  on significant 5% = 1,66 and 1% = 2,38. It indicates that  $t_o$  >  $t_t$  or 3,89 > 1,66 and 3,89 > 2,38 so the null hypothesis ( $H_o$ ) are rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means there is significant influence of using flip chart to improve student's speaking skill at nine grade of MTsN 1 Kota Serang.

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## INTRODUCTION

In learning English, at least there are four skills of language that must be mastered by all of the students. They are listening, speaking, reading and also writing. All of these skills cannot be separated each other's. Among these skills, speaking is one of the most important skills that become the focus of the study since the students learn English. As Ur states that: "Of all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as "speaker" of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak" ( Penny Ur, 1991).

Speaking is interpreted together from four main abilities in English and it is given into spoken language skills. In speaking, the speaker encompasses a variety of good communication prospects

on the speaker the commander will vary the intonation and pressure which facilitates to show what elements of voice communication are many or short.

When students speak, they developed concepts in words, categorize their perceptions, their feelings, and their intentions, so that the other person understands what the speaker means. Language can be a very important instrument that allows speakers to state their existence and others, to raise one thing, categorical agreement and rejection. Other problems that appear in reality, the students lack of confidence and anxiety. They will be faced with their feelings for students who have deficiencies in their English such as embarrassment, anxiety, nervousness, and worry.

Abdul Muin (2019) Says that Speaking plays an important role in foreign language setting. It is accustomed categorical and translate thought, ideas and feeling into language in spoken form. But, many Indonesian

learners are not confident when they are required to speak English especially in speaking class and their English teachers are less in giving motivation and using strategies in order to create them become confident students.

Nur Fadillah Nurchalis (2019) says that the aim of teaching speaking is assisting students to improve their ability to communicate in the target language. In teaching speaking, there are several points that teachers should consider. They are (1) enriching students' vocabulary, (2) improving grammar mastery, and (3) managing interactions. However, teachers also have to recognize kinds of students' problems, challenges, inhibitions and difficulties in speaking class. It will be useful to formulate appropriate strategies to apply in the classroom.

Some of the ways utilized in teaching speaking measure cooperative activities such as role playing, inventive tasks, and drilling. Students must be involved and active in the learning process. Besides that it is also important to use some media during the learning process to make students are more interesting in the material. Flip chart is one of the media that can be used to teach speaking. This media can help teachers provide opportunities to practice students' speaking skills and contribute during the learning process.

#### **THEORETICAL FRAMEWORK**

Harmer (2008) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot". It means speaking as a means of verbal communicating ideas and information in different situations, since human beings must always interact with different people.

Nunan (1991) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and

nonverbal symbols, in a variety of contexts. Its means speaking is an activity of communication between one or several people with verbal and non verbal.

Speaking is the activity of what people mind to be spoken language. Speaking as one of the productive skill has the important thing for communicating to each other. It is clearly that speaking complex process than other skill (Abdul Muin, 2019).

Hussain, in Eva Fachriyah (2017) states speaking seems to be a fundamental skill, but instead, if only the foundation is firm, the building built on it will be durable. We need to understand what skills are required to be a good speaker. thus, the important things to develop speaking are fluency, vocabulary, grammar, and pronunciation.

Generally, teaching media means all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals.

According to Heinich (2002), media is a channel of communication. Derived from the latin word meaning "between" the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computers, and instructors. These are considered instructional media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication.

On the other hand, according to Azhar Arsyad (2011), the word media comes from the Latin *medius* which literally means 'middle', 'intermediary', or 'introduction'. More specifically, the definition of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. AECT (Association of Education and Communication Technology) sets limits

on the media as all forms and channels used to convey messages or information. Besides being a delivery or introduction system, the media are often replaced by the word mediator, with the term mediatormedia indicating its function or role, namely regulating effective relations between the two main parties in the learning process, namely learner and the content of the lesson. In short, the media is a tool that conveys or delivers teaching messages.

Chart is an image that serves to visualize ideas or concepts that are difficult to understand when delivered orally. One form of chart that often used is Flip Chart. Flip chart provides information, parts of the message written / poured in separate sheets, the sheets are then bundled into one (Grace Ngure, 2014)). The using of Flip Chart is the message or content of the material can be delivered in stages by inverting the images one by one, each image or message to be conveyed placed on different sheets of paper (Rahardjito, 2009). It means flipchart is a media that can be used for learning, flipchart media is the form of a sheets that can be opened alternately.

## METHOD

The method that used by the researcher is experimental method, namely by trying to teach speaking in two classes, namely the experimental class by using flip chart as a media and the control class does not use a media. Both of classes, there are 36 learners in each class. Sugiyono (2017) writes that, experimental research method is a research method that is used to search for a specific treatment effect against the other under controlled conditions.

The instrument of this research give a test namely an oral test using a monologue technique. In this test, what I will value are accuracy, vocabulary, grammar, and fluency. According to Brown (2003) "Test in simple terms, is a method of measuring a person's

ability, knowledge, or performance in a given domain.

There are two instruments that researcher used :

### 1. Pre-test

Before determine which one will be experimental class and control class, the researcher will provide an oral test to both of the classes.

### 2. Post-test

In the end of the meeting, post-test will be applied in both of the classes.

To analysis data, the researcher uses T-test. "T-test is one of the statistical tests used to test the truth or the falsity of the null hypothesis which states that between 2 samples taken randomly from the same population, there is no significant difference" (Anas Sujiono, 2012).

The analyzed data is acquired from the test and observation. The researcher analyzes the data based on the collected score data of pretest and posttest of experimental class and control class. In the other hand, the researcher also analyzes the score of learners learning activity which written on the sheet of learners' observation.

The step for statistic analyze that are :

- a. Determining mean of variable  $x$  with formula :

$$M_1 = \frac{\sum x}{N_1}$$

- b. Determining mean of variable  $y$  with formula :

$$M_2 = \frac{\sum y}{N_2}$$

- c. Determining derivation score variable  $X_1$  with formula :

$$X = x - M_1$$

- d. Determining derivation score variable  $X_2$  with formula :

$$Y = y - M_2$$

- e. Testing normality of data by using Lilliefors method with formula as follows:

$$Z = \frac{X - \bar{X}}{SD}$$

- f. Counting degree of freedom with formula as follows:

$$df = N_1 + N_2 - 2$$

- g. Analyzing and comparing the result of post-test from both groups by using t-test formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

## RESULT AND DISCUSSION

First, how is students' ability in speaking English before the treatment?

Due to this study was an experimental research, so in the beginning, the researcher had conducted pretest, classroom observation, and interview in order to obtain the real data on students' abilities in speaking English at the ninth grade. The data from classroom observation and interview showed that some students generally have interest in learning English. However, they also faced some problems in speaking English. Some factors that may become handicap are as follows: First, some students lack confidence in speaking English. It reflected on teaching and learning processes, the English teacher not accustomed a learners to speaking English, a learners are more often asked to do written assignment. Second, some students stated that they are bored in learning English because based on their opinion, the English teacher delivers materials just by the books or power point. Therefore, I have a new breakthrough that is by using flip chart media, a learners can be more enthusiastic in learning.

The second research question is How is the effectiveness of using flip chart as a learning media in teaching speaking? in this case, the researcher compared the results of post-test from experimental

group and control group. Moreover, the researcher also conducted normality test in order to test the data whether they have normal distribution or not.

## Analysis of Data

From the table above, the researcher got the data  $\sum X_2 = 2.898$ ,  $\sum Y_2 = 2.590$ ,  $\sum X^2 = 2391,0$ , and  $\sum Y^2 = 4391,9$ . After getting the data from pre-test and post-test, the researcher analyzed it by using statistic calculation of t- test formula with degree of significance 5% and 1% the formula as follow :

1. Determining mean of variable X and Y
- a. Variable  $X_2$  ( Experimental class) Post-test

$$M_x = \frac{\sum y_2}{N_2}$$

$$M_x = \frac{2.898}{36}$$

$$M_x = 80.5$$

- b. Variable  $Y_2$  (Control class)

Post-test

$$M_y = \frac{\sum y_2}{N_2}$$

$$M_y = \frac{2.590}{36}$$

$$M_y = 71,94$$

2. Determine t-test

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum X^2 + \sum Y^2}{N_1 + N_2 - 2} \right) \left( \frac{N_1 + N_2}{N_1 \cdot N_2} \right)}}$$

$$t = \frac{80,5 - 71,94}{\sqrt{\left( \frac{2391,0 + 4391,9}{36 + 36 - 2} \right) \left( \frac{36 + 36}{36 \cdot 36} \right)}}$$

$$t = \frac{8.56}{\sqrt{\left( \frac{6782,9}{70} \right) \left( \frac{72}{1.296} \right)}}$$

$$t = \frac{8.56}{\sqrt{(96,89)(0,05)}}$$

$$t = \frac{8.56}{\sqrt{4,845}}$$

$$t = \frac{8.56}{2,20}$$

$$t = 3,89$$

From the result of the calculation above, it is obtained that the value of  $t_0$  (t observation) is 3,89. After found the data,

the researcher compare it with  $t_t$  ( t table) both in degree significant 5% is 1,66 and 1% is 2,38.

### 3. Degree of Freedom

$$\begin{aligned} df &= N_1 + N_2 - 2 \\ &= 36 + 36 - 2 \\ &= 72 - 2 \\ &= 70 \end{aligned}$$

Based on the assumption above, it is obtained that the value of  $t_o$  is 3,89 and the degree of freedom (df) is 70. In degree of significant 5% from t table is 1,66 and the degree of significant 1% is 2,38.

After got the data, the researcher compared it with  $t_t$  (t table) both in degree significant 5% and 1% by formula :

$$\begin{aligned} t_0 5\% &< t_0 > t_0 1\% = 1,66 < 3,89 > 2,38 \\ t_0 : t_t &= 3,89 > 1,66 \text{ in degree of significant 5\%} \\ t_0 : t_t &= 3,89 > 2,38 \text{ in degree of significant 1\%} \end{aligned}$$

The statistic hypothesis states that if  $t_o$  is higher than  $t_t$ , it shows  $H_a$  (alternative hypothesis) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means there is significant the effectiveness of using flip chart as a learning media on teaching speaking.

Based on the result of pre-test and post-test, it could be concluded by using flip chart as a learning media was effective on teaching speaking skill at the ninth grade of MTsN 1 Kota Serang it can be seen from the changes of learners before and after treatment. After being given an action, a learners are more be brave and more active in speaking English. It can be seen from the result of the discussion by using t-test formula.

## CONCLUSION

Based on the research findings that was presented in the previous chapter, the researcher would like to give conclusion :

1. Before giving treatment, the researcher conducted preliminary study. The researcher found that the students'

problems in speaking English at the ninth grade of MTsN 1 Kota Serang were as follows: First, some students lack condidence in speaking English. It reflected on teaching and learning processes, the English teacher not accustomed a learners to speaking English, a learners are more often asked to do written assignment. Second, some students stated that they are bored in learning English because based on their opinion, the English teacher delivers materials just by the books or power point. And researcher got mean score of pre-test both of experimental class and control class was 54,86 from experimental class and 56,94 from control class. It mean that the students' abilities in speaking English of MTsN 1 Kota Serang at ninth grade taken as sample of the research relatively same both of experimental and control class.

2. The effect of teaching speaking using flip chart media is significant effect. It can be seen from the result of the data calculation, it shown that  $t_o = 3,89 > t_t = 1,66$  in degree of significance 5%. The score of  $t_o = 3,89 > t_t = 2,38$  in degree of significance 1%. It means that  $H_a : t_o > t_t$ . It means there is significant influence of using flip chart media in teaching speaking at ninth grade of MTsN 1 Kota Serang.

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