



**The Effectiveness of Media Flipchart 活动挂图 in Learning Chinese Vocabulary for Students Aged 8-9 Years at Makassar Mandarin Language Centre**

**Mir'ah Azizah<sup>1✉</sup>, Ria Riski Marsuki<sup>2</sup>**

<sup>1</sup>Universitas Negeri Makasar, Indonesia

<sup>2</sup>Universitas Negeri Semarang, Indonesia

**Keywords**

*Mandarin; Vocabulary;  
Flipchart 活动挂图*

**Abstract**

This research was conducted to measure the level of effectiveness of flipchart 活动挂图 media in learning Chinese vocabulary. This study applies the quantitative-qualitative research method in quadrant I, namely by using a pre-test to measure students' abilities before flipchart media is applied in learning Mandarin, flipchart media, a post-test to measure students' abilities after learning Mandarin using flipcharts, and guidelines observation in the research instrument. The sample for this study was 15 students aged 8-9 years at the Mandarin Language Center in Makassar. Based on the research results, the students were very enthusiastic in learning Chinese vocabulary using flipcharts, and the class atmosphere became very enjoyable. In addition, students' ability to master Chinese Vocabulary has increased after applying flipcharts 活动挂图. The average score of the students in the pre-test was 53, which was classified as a terrible score. After the flipchart media is applied in learning Mandarin, the general average of students in the Post-test is 86.33, which is in a very good score classification. This shows that using flipchart media is very effective in learning Chinese vocabulary.

✉ Corresponding Author:  
E-mail: mirah.azizah@unm.ac.id

## INTRODUCTION

China's progress in various aspects has encouraged people to learn and master Mandarin. Mandarin as an international language has an important role to communicate in the international arena. People can access a lot of information and knowledge in the fields of technology, philosophy, historical agriculture, economics, politics, social, culture and various other fields of knowledge by mastering Mandarin. Apart from that, the development of bilateral relations between Indonesia and China also encourages people to be fluent in Mandarin. That is why the demand for people to master Chinese has increased significantly from year to year.

Even though Mandarin is taught in formal education, it is still not enough to acquire knowledge of Mandarin. Therefore, there is also informal education. For example, many Mandarin language courses have been established to improve skills in dealing with global challenges that require someone to be able to master the language.

One of the real global challenges is in the world of employment. For example, one of the requirements for being accepted for a job is having a good command of Mandarin. Furthermore, there is a Mandarin Language Test called HSK (Hanyu Shuiping Kaoshi) which is applied as a benchmark for mastery of Mandarin. This test is one of the requirements to be able to get a job and study abroad.

However, there are some difficulties in learning Chinese. This phenomenon is natural because Mandarin is not our mother tongue. Furthermore, Lawrence Gu (2011) states "Three factors that can influence the process of learning Mandarin are understanding the importance of learning Mandarin, learning techniques, and the application of learning and teaching".

One of the media used by the teacher is a flipchart. The use of flipcharts in teaching vocabulary can make students more enthusiastic and understand Chinese vocabulary. Flipchart learning media also provides a clear concept of the information provided. Flipcharts can provide variations in the teaching and learning process.

This can be applied according to the theme of the lesson. For example the theme of food. The teacher shows several flipcharts of food pictures, such as rice, bread, pizza, biscuits, cakes, and so on. Then students respond quickly by mentioning words based on pictures.

The pictures on the flipchart are also colorful. So by presenting media in class, especially flipcharts, students will be interested in learning Chinese vocabulary. Media can help teachers to make the teaching and learning process more enjoyable. In this case, flipcharts are effective for increasing students' vocabulary.

Flipchart is one of the media in the teaching and learning process as well as other media such as graphs, cartoons, maps, etc. According to Susilana (2009: 87) Flipcharts are sheets of paper resembling albums or calendars measuring 50x75 cm, or a smaller size of 21x28 cm as flipbooks arranged in an order tied at the top. Usually flipcharts are grouped according to type, for example a collection of pictures of fruits, vegetables, body parts, animals, transportation, etc.

Halliwel (1992:41) states that a flipchart is a type of card that contains pictures, words, instructions arranged in various combinations. Apart from that, Finocchiaro (1974: 105) states that a flipchart is a card in which individual words (either printed or in manuscript) can be prepared and fields in the same category and in some order as individual pictures.

Vocabulary is key in learning a language. Language is a system of sounds, words, sentences, etc. that humans use to communicate thoughts and feelings. Regarding the meaning of vocabulary, it is clear that vocabulary cannot be ignored in learning a foreign language. In learning another language, the most important thing is mastering vocabulary.

Finoacchiaro (1974:8) states that vocabulary mastery cannot be ignored in the development of the language aspects of communication, namely listening, speaking, reading and writing. That is, if a person has a lot of vocabulary in his mind, students will never find difficulties in learning a language and will be successful in developing language skills.

## **METHODS**

This research uses mixed methods. According to Sugiyono (2011), "The mixed method is a research method that combines quantitative methods and qualitative methods used together in a study, to obtain data that is more comprehensive, valid, reliable, and objective."

In this study, the population was students aged 7-8 years at the Brilliant Mandarin Language Center. Located on Jalan Hati Murah, Makassar, which was established in 2020. The author chose the entire population (15 students) as the research sample (total sampling method). The reason is for the sake of representative research results.

Instrument is a general term used by researchers for measuring instruments. The research instruments in this study were flipchart, observation sheets, and tests.

The data collection technique was observing the class situation and students' responses to the use of flipchart and holding a pretest and posttest. The test is a short knowledge test consisting of questions about Chinese vocabulary that must be answered. The author gives a written test to measure students' Chinese vocabulary skills before and after applying Flipchart to students. The tests given are in the form of multiple choice and essay tests. 20 questions for the multiple choice test and

10 questions for the essay test. In this study, the authors also used a camera to take pictures related to class activities during the application of flipchart in learning Chinese vocabulary.

## RESULTS AND DISCUSSION

The research was conducted from May 2023 to July 2023. In general, there were several influences or influences on students using Flipchart in learning Chinese Vocabulary. The effects seen in the study will be described in the following description. Based on data analysis, it was found that there was student achievement on student test results (Pre-test and Post-test). This finding is proven by the following table 1:

Table 1. Pretest result

No	Score	Frequency	Total
数量	得分	频率	总计
1.	25	3	75
2.	35	2	70
3.	50	2	100
4.	60	2	120
5.	70	4	280
6.	75	2	150
Total		15	795

Based on the table 1, there are three students getting a score of 25, two students getting a score of 35, two students getting a score of 50, two students getting a score of 60, four students getting a score of 70, and two students getting a score of 75. Furthermore, the general average score (平均分) of students is 53 [Total of number 总计 (795)/frequency 频率(15)=53. The score is classified as "very bad".

Table 2. Post-test result

No	Score	Frequency	Total
数量	得分	频率	总计
1.	65	1	65
2.	70	1	70
3.	75	1	75
4.	80	4	320
5.	90	2	180
6.	95	2	190
7.	100	4	400
Total		15	1295

Based on the data (Table 2), one student got a score of 65, one student got a score of 70, one student got a score of 75, four students got a score of 80, two students got a score of 90, two students got a score of 95, and four students got a score of 100. Furthermore, the students' general average score (平均分) was 89.33 [total of number 总计 (1295)/frequency 频率 (15)=86.33]. The score is classified as “Very Good”.

In addition, based on observations in class, the process of making flipcharts includes drawing, line making, illustrating and writing activities and this allows students to involve right brain performance. This also helps students to remember material longer and complete exercises quickly. More than that students actively respond to the teacher's explanation and they can also explain their ideas in front of the class. So that they are more active in class and don't get bored easily in class.

### **1. Advantages of Flipchart in learning Vocabulary to 8-9 years students at the Mandarin Language Centre in Makassar**

- a. Flipchart can make students interesting and understand chinese vocabulary. Picture cards can keep their mental and emotional involvement in learning. They can feel relaxed and fun when learning.
- b. Flipchart can motivate students to be active in the teaching and learning process, because students make learning by playing. So by using flipchart the teaching and learning process will be more varied, especially to add vocabulary to students' early learning in elementary schools.
- c. By using flipchart students are more interested in the teaching and learning process than the classic one. So by using flipchart the teacher can help students to remember the words in the picture, add new vocabulary, improve vocabulary mastery, and so on.

### **2. Disadvantages of Flipchart in learning Vocabulary to 8-9 years students at Mandarin Language Center in Makassar**

Based on the facts above, flipchart make several contributions to student competence and achievement. So, there are almost no drawbacks in using flipchart in teaching vocabulary for 8-9 aged students . This can be seen in the average students score after applying flipchart in teaching vocabulary which is higher than the average student score before implementing flipchart in teaching vocabulary. So, it can be concluded that flipchart are effectively used in teaching vocabulary to students aged 8-9 years.

But to teach vocabulary using flipchart, teachers need more money to make flipchart and some preparation. Because the flipchart used must be clear and large so that all students in the class

can see it. To attract students' attention, flipchart are colorful, so students are interested and don't feel bored easily in class. Moreover, it takes time for the students to make their own flipchart.

## **CONCLUSION**

The application of flipchart makes a valuable contribution to students' vocabulary mastery. Most students are interested when they learn Mandarin by using flipchart. They stated that flipchart could motivate them because the pictures were attractive and the language used was easy to understand. From the test results, it can be seen that the average score (平均分) of students after the application of flipchart was 86.33 and the average score (平均分) of students before the application of flipchart was 53. In addition, the atmosphere in the class was very pleasant because all students were active in the learning process. From these results it can be concluded that the application of flipchart in teaching vocabulary to students aged 8-9 years at the Mandarin Language Center in Makassar is effective.

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