

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, formulation of research question, purpose of the study, significance of the study, scope and delimitation of the study and the definition of the key terms.

A. Background of the Study

Language is a component for humans in the world to communicate. Through language people can communicate, express their ideas and emotions. According to Kreidler (1998: 19), language is a symbol system through which people communicate. Symbols can be spoken, written, or signed by hand. The theory of language is also stated by other experts, according to Vacca (1999: 8), language is a language whether it is spoken, written, signed, or represented visually. This means that language can be changed by someone's ideas for others. Speaking with language, people can build relationships and can understand the intentions of others.

Language that is widely used in various countries is English. It due to English is an international language. At present English is used in various aspects from governance to education. According to Altbach and Knight (2007), internationalization refers to "the policies and practices undertaken by academic systems and institutions - and even individuals - to cope with the global academic environment.

In Indonesia, English is taught in educational institutions as foreign language not as second language. In second language, English is used to express emotions, daily conversation, and to the mass media. It is suitable with the

opinions of Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas that state in a second language situation, English is the language of the mass media: newspapers, radio and television are mostly English media.

English is also the language of official institutions - of law courts, local and central government - and of education. It is also the language of large commercial and industrial organizations. Whereas as a foreign language, English is taught in schools through various methods, media and strategies to deliver ideas. Michael West was able to state in 1953: The foreigner is learning English to express ideas rather than emotion. It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.

English consists of four skills and components. One of the most important components in language is vocabulary. According to Marulis and Neuman (2010), for example, "vocabulary is at the heart of oral language comprehension and sets the foundation for domain-specific knowledge and later reading comprehension" (p. 300). Vocabulary is a basic component when learning a foreign language. According to Schemite and Mc. Carthy (1997: 6), vocabulary has an important role in language skills. Vocabulary is also part of language learning that needs continuing growth and development by both native and non-native speakers after grammar and pronunciation. Studies illustrate that vocabulary and grammar develop simultaneously (Dionne et al., 2003).

Vocabulary teaching is needed because inadequate vocabulary causes many difficulties in receptive and productive language (Oxford, 2011: 225).

Without having enough vocabulary, students will find it difficult to know the meaning of what they hear and read and to express their goals in communication (Kusumaningrum and Cahyono, 2011: 127). In addition, vocabulary learning is one of the most important issues in foreign language teaching and learning, and perhaps one of the most difficult aspects of foreign language learning is how to include vocabulary teaching in teaching programs (Holden, 1999: 42). Vocabulary is the basic block of language learning. This means that English learners need to know as many words, their meanings, spelling and pronunciation as possible. Aspect of word learning is the need for multiple exposures to words in a variety of contexts (McKeown, Beck, Omanson, & Pople, 1985; Stahl & Fairbanks, 1986). So, in learning a new language especially English vocabulary cannot be ignored.

In many cases, students realize that vocabulary is a very important element in learning a language but most of them only learn vocabulary passively. Nguyen and Nga (2003: 90) state that there are several factors that cause passive learning of students in vocabulary mastery. First they found that the way the teacher gave explanations for the definition of vocabulary, pronunciation, spelling, and grammatical functions was boring. Second, students think that understanding a word is only limited to knowing the main meaning of a word without understanding the function of another word. Third, students usually only get new vocabulary from textbooks or from their teacher in the learning process where the teacher will tell them the meaning of the unknown word and its use. Fourth, students do not want to take risks in applying what they have learned, which

means they know a word and its meaning but they cannot use it correctly in different contexts.

Vocabulary mastery problems not only faced by students, but also by teachers. Teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne and Blachowicz, 2008). Thus, teacher's ability to present the material to the students is very important. In teaching vocabulary, the first thing should be done is introducing the students with English new vocabulary and make the students always remember what vocabulary which they have learned. Then, to make students master in learning vocabulary, the teacher must try to choose the best technique to make the students success in their learning.

Based on the observations in internship one and two on September academic year 2019/2020, the eighth graders of MTs Darul Falah Bendiljatikulon Sumbergempol Tulungagung especially students in VIII B class which all students consist of female students and live in a boarding school faced some problems in learning vocabulary. The problems that occur in the class are a lot of vocabulary that has not been mastered by students, students felt difficult to use vocabulary appropriate to the context, and students cannot classify vocabulary according to the class. Based on the eighth grade teacher, other problems caused from students' external factors such as very short time of teaching leaning that is 30 minutes per meeting which means in one week only 2 hours or 4 meetings and there is no daily conversation program or English extracurricular. Moreover students of VIII

B class are Islamic boarding school students who have received many lessons using the traditional method without using any media.

Teaching vocabulary by using media can overcome vocabulary mastery problems faced by the eighth graders of MTs Darul Falah Bendiljatikulon Sumbergempol Tulungagung. Media is a tool that makes teachers easier when deliver material to students. Based on Sadiman, et al (2010) as cited in Rahmi (2014) stated that media is anything used to send the message from the sender to receiver. Researchers was considered that media is effective to use. By using media the teacher can deliver the materials easily. As well as the students will more easily accept and understand the material. Pitriana (2012) stated that media is one of the tools which is used to help the teacher easily for delivering materials to the students. In the world of education, media is one of the important components that can be used by the teacher for teaching. There are some benefits of using media in teaching-learning process. According to Mateer, et al (2014) using media engages students, aids students' retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Several media are able to increase students' vocabulary mastery. Word Wall is one of the media expected to enhance students to be more active in English class, so that it is appropriate to improve students' in vocabulary mastery. Most importantly, word walls help students develop vocabulary and the English language by providing input, which are the science vocabulary words, discussing vocabulary words and their meanings with peers and the teacher using the word

wall, as well as output, such as thinking, writing, and discussing like scientists (Kelly-Jackson & Delacruz, 2014; Pray & Monhardt, 2009).

Accordingly, it is found that Word Wall is really able to help the eighth graders and foreign learners improve their vocabulary mastery. The students get good achievement in mastering vocabulary after taught by using word wall. The students vocabulary mastery improve and significantly better than before taught by using word wall, so teaching vocabulary by using word wall is effective to improve students' mastery on vocabulary. This statement is supported by Umi's thesis (2016) from IAIN Tulungagung entitled *-The Effectiveness Of Word Wall Media In Improving The Fifth Year Students' Mastery On Vocabulary At Sdn 04 Sumberbendo Pucanglaban Tulungagung*l. It is in line with Aminingsih (2013) from Universitas Yogyakarta with the title *-penggunaan media word walls dalam pembelajaran kosakata bahasa indonesia pada pembelajar asing tingkat intermediate wisma bahasa yogyakarta*l. The result is using word walls media in learning Indonesian vocabulary to foreign students in intermediate level of Wisma Bahasa Yogyakarta shows that there is a development in the vocabulary skills of foreign students.

Therefore, this Word Wall is implemented to solve the vocabulary mastery problems encountered by the eighth graders of MTs Darul Falah Bendiljatikulon Sumbergempol Tulungagung. This study is focusing on vocabulary mastery to the eighth graders by using Word Wall media modified with pictures. This media is expected to be effective for increasing students' ability to visualize connections between vocabulary, inquiry experiments, and their own interest and experiences.

Thus, this study is about using modified Word Wall media to improve students' vocabulary mastery.

B. Formulation of Research Question

Based on the background above, the research question is formulated as how can Word Wall improve the students' vocabulary achievement of the eighth grade students at MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung?.

C. Purpose of the Study

Based on the research question, the purpose of the study is to identify how can word wall improve the students' vocabulary achievement of eighth grade students at MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung.

D. Significance of the Study

The study is expected to have contributions to:

1. The teacher

To help teacher to find out the alternative way of teaching and enriching vocabulary and to produce the knowledge for their class to improve their teaching and learning process.

2. The students

It can be used to improve the students' mastery in vocabulary, and it may guide them to memorize and overcome their difficulties in understand vocabulary.

3. The future researcher

It can be one of references to conduct a study about the same topic so the future researcher can make their studies more complete.

E. Scope and Delimitation of the Research

This research is studying on vocabulary mastery that is conducted in the eighth grade students of MTs Darul Falah Bendiljatikulon Sumbergempol Tulungagung academic years 2019/2020. This research is only focused on Word Wall media in vocabulary mastery. The selected vocabulary is vocabulary contained in students worksheet book which includes in the noun, adjective and verb categories.

F. Definition of the Key Term

The definition deal with this study are definition of media, word wall, teaching learning, and vocabulary.

1. The term media used in this study is defined as a tool that helps the teaching and learning process and serves to clarify the meaning of the message conveyed, so that it can achieve learning goals (Kustandi, 2011: 9).
2. Word walls are systematically organized collections of vocabulary that are displayed in large letters and affixed to the walls of a class.
3. Learning is the process of interaction between students and educators and learning resources in a learning environment, so there is a change in behavior towards a better direction.

4. The term vocabulary used in this study refers to a collection of words that contained in the VIII grade student worksheet of MTs Darul Falah consisting of noun, verb and adjective.