

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents four topics dealing with the review literature. It covers four major sections: vocabulary, media, word wall, and the previous research. Vocabulary itself covers four sections: definition of vocabulary, kind of vocabulary learning, the importance of vocabulary, and vocabulary mastery. While media covers five sections: definition of Media, the kind of media, the function of media, advantages of using media, and teaching media. Then word wall covers five sections those are definition of word wall, the characteristics of word wall, advantages using word wall, word wall implementation, and the goals of word wall. Followed by picture. The last topics is previous study.

A. Vocabulary

1. Definition of Vocabulary

Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words. Hornby (1995) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings. While Ur (1998) states vocabulary can be defined, roughly, as the words we teach in the foreign language. Burns (1972) defines vocabulary as the stock of words which is used by a person, class, or profession. Zimmerman cited in Coady and Huckin (1998), vocabulary is central to language and of critical importance the typical language learning. Diamond and Gutthou (2006) in state that vocabulary is the knowledge of words and word meanings. Richards and Schmidt (2002: 580)

state that vocabulary is a set of lexeme, including single words, compound words, and idioms. From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in the foreign language. Vocabulary refers to the words we must understand to communicate effectively.

2. Kind of Vocabulary

Vocabulary is knowledge of words and word meanings. Usually, the words have meaning in relation to other words. According to Harmer (1991:156) that the first to realize about vocabulary items is that frequently have more than one meaning. Besides, there are two kinds of vocabulary:

- 1) High frequency vocabulary is one of vocabulary which is often used by the speakers.
- 2) Low frequency vocabulary is one of vocabulary which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar to the listeners.

Vocabulary can be classified as receptive (words we understand when others use them) or productive (words we use ourselves). Vocabulary can also be classified as oral or written. Thus, each of us has four vocabularies: Words we understand when we hear them (receptive/oral), words we can read (receptive/written), words we use in our speech (productive/oral), and words we use in our writing (productive/written). The four vocabularies overlap but are not the same, and the relationships among them change over time. Children entering school, for example, have larger oral than reading vocabularies in their first language. Literate adults, on the other hand, have larger reading than oral

vocabularies. And both children and adults have larger receptive vocabularies than productive ones; that is, they understand more words than they use in their speech or writing. However, all four types of vocabulary are important.

In order to talk about vocabulary size—the very important matter of how many words students know and need to learn—it is necessary to decide just what we will call a word. When written, words are groups of letters separated by white space. Thus, *the* is a word, *apple* another word, *predawn* another, *perpendicular* another, and *houseboat* still another. By this same definition, however, *want*, *wants*, *wanted*, and *wanting* are each separate words, though their only real difference is how they are grammatically inflected. Therefore, for the most part, when we are considering how many words students know or need to learn, we will use the term *word* to refer to *word families*. By *word families*, we mean the basic word and all of its inflected forms. Thus, we count the forms *want*, *wants*, *wanted*, and *wanting* as a single word.

According to Johnson, also elaborates four different vocabularies such as: listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary, they are: (a) Listening Vocabulary, listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built. (b) Speaking vocabulary, are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself) Thus, adding

both depth and 16 dimension to our word knowledge enables us to express our thoughts more efficiently and effectively. (c) Reading vocabulary, are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students listening vocabularies makes learning to read easier. (d) Writing vocabulary, are the words we use to express ourselves in written form.

This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In term of form, vocabularies divide into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.

3. The Importance of Vocabulary

Vocabulary must be important factor in the language teaching and learning especially in English because words are essential for communication. Someone who has limited vocabularies will find difficulties to communicate with others. Actually, vocabulary can help someone in learning four language skills that are speaking, listening, reading and writing. Vocabulary is a core

component of language proficiency and provides much of the basis for how well someone learners speak, listen, read and write (Gains Ruth and Redma, 1986: 64-65).

The extensive vocabulary and strategies for acquiring new vocabulary is very necessary. The basis of teaching learning English is concerned with the student's abilities to use four language skills and language components. In using language skills, the learners need many vocabularies because they have important role in learning. Without having many vocabularies, it is impossible to build communication. They will find difficulties to understand what other people.

4. Vocabulary Mastery

There are some definitions of mastery. According to Longman, the word mastering is derived from the word master, which means that to become skilled or proficient in the use of. Mastery is complete control or power over someone or something; through understanding or great skill. According to Butterfield, mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community. So mastery is related one's ability, skill, knowledge, proficiency, understanding capacity.

According to Ellis et al, mastery is comprehensive knowledge or use of a subject or instrument. Mastering a word means mastering the aspects of word

knowledge. Ellis summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocation of the words, the register of the word, spoken and written, the connotation or associations of the word, and word frequency.

Vocabulary master is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.

Based on the explanation above, it comes to the conclusion that mastery is complete control or power, skills or comprehensive knowledge.

B. Media

1. Definition of Media

Media have been known as a tool that is used to deliver something for other people. In English language teaching, media known as a tool for helping the teacher in deliver materials to the students. Sadiman, et al (2010) as cited in Rahmi (2014) stated that media is anything used to send the message from the sender to receiver. In the world of education, media is one of the important components that can be used by the teacher for teaching. By using media the teacher can deliver the materials easily. Pitriana (2012) stated that media is one of the tools which is used to help the teacher easily for delivering materials to the students. 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.

2. Kind of Media

Heinich, et al (2002) divided media into visual, audio, video, computer, and multimedia. He also divided visual media into five types such as non-project visual, projected visual, digital image, slides, and overhead projection. The other classifications of teaching media also stated by Leshin, et al in Arsyad (2009:36) those are: (1) Human-based media (teacher, instructor, role-play, group activity, field-trip); (2) Printed-based media (book, guide line, workbook, paper); (3) Visual-based media (video, film, slide-tape program, television); and (5) Computer-based media (interactive video, hypertext). With these kinds of media the teaching-learning process will become more interesting.

According to Mahajan (2012:6-7), media are classified into seven categories such as:

- a. *Graphic Media*: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. *Display Media*: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. *Three Dimensional Media*: A the medium that has 3D shape. For example, models, objects, specimens, puppets.

- d. *Projected Media*: a kind of media that need projector to show the messages.
For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
- e. *Audio Media*: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- f. *Video Media*: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
- g. *Activity Media*: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

Based on Sahid (2010:3) teaching media can be grouped as follows:

- a. *Visual Media*: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. *Audio Media*: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. *Projected Still Media*: the media that need projector to show the information which inform of no-motion picture/writing. For example:
Power Point slide, micro film, etc.
- d. *Projected Motion Media*: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

In addition, Rusman in Kusantati, et al., (2014:38) classified teaching media into six kinds, those are: (1) Visual media, (2) Audio media, (3) Audio Visual media, (4) Group presentation media, (5) Object media, and (6) Interactive computer-based media.

3. The Function of Media

The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand. According to Sudjana (2001:64) the function of teaching media in teaching and learning process as follows:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher
- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

In addition teaching media function based on Mulyani in Dewi (2012:13) are:

- a. Auxiliary tool to create effective learning situation.
- b. Integral part of all learning situation.
- c. To concrete the abstract concept, so, can decrease verbal comprehension.
- d. To build up students' motivation to learn.

4. Advantages of Using Media

According to Munadi (2006: 6), there are some advantages of teaching media:

1. Simplify the materials
2. Reduce the use of mother tongue
3. Attract students motivation and attention
4. Give varieties teaching methods
5. Create more activities
6. Giving the real experience and environment
7. More attractive teaching
8. Flexible to give materials (anytime and enymore)
9. Increase the students positive attitudes towards teacher
10. Used as assessment
11. Help to do physical exercise

C. Word Walls

1. Definition of Word Wall

Word walls is systematically organized collections of vocabulary displayed in large letters and pasted on the walls of a class. Adam (via Wagstaf, 1999: 5) states that word walls function as a permanent record of language learning by students. Semantic teaching in the form of phonetics can support the development of students' abilities. Word walls is a learning medium that must be used not just displayed or seen. This media can be

designed to enhance group learning activities and can also involve students in their making and being active.

Media word walls are expected to improve the understanding of Indonesian students' vocabulary without having to always depend on the use of dictionaries or also the meaning of words given by the teacher. Wagstaf (1999: 6) also revealed that word walls can be used to see the development of students' abilities. By using word walls, students can develop reading and writing skills critically and actively. Students who have difficulty finding the right vocabulary can see word walls as their reference material Wagstaf (1999: 6). The forms of media of word walls are used in this study as follows.

There are two ways to use word walls effectively. First is the word walls game activities that relate to the use of letters in the word walls with the sound being spelled. Use of spelling patterns or chunks of words, frequency of words and use of those words. Second, use word walls in their application to active activities tailored to the linguistic context practiced (Wagstaf, 1999: 7). There are several ways to make word walls efficient, practical and easy to remember. Word walls are interactive media in the classroom to support learning to listen, speak, read and write. Some of these methods are:

- a) make it easy to remember by using favorite words on a particular theme,
- b) make it useful by frequently using these words in various listening, speaking, reading and writing activities.
- c) make it easy to see, by writing it in large letters and pinned to a wall in the classroom.

From the understanding above, it can be concluded that word walls are interactive media that can be used by teachers in learning to write, listen, speak and read. With the use of these word walls, it is expected to be able to help achieve the vocabulary standard of eighth grade students at MTs Darul Falah.

2. The Characteristics of Word Wall

According to Brabham & Villaume (2001), every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristics:

- a. All are collections of word that are developmentally appropriate for study by using in the classroom.
- b. Words are selected for specific instructional purposes.
- c. Collections are cumulative; as new words are introduced; familiar words remain for further study.
- d. Activities and talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- e. Words on walls serve as visual scaffolds that temporarily assist students in independent reading.

3. Advantages Using Word Wall

Advantages using word wall:

- a. To support the teaching of important general principals about words and how.
- b. To develop a growing core of words that become part of reading and writing.

- c. To make students practice English for communication and to create using language.
- d. To create a variety of word wall game using teachers own word.
- e. The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise in interactive and simple in learning English, such as: matching word, word association and missing letter.

4. Word Wall Implementation

Classroom Action Research of Kemmis and Mc Taggart model is used by researcher in this study. The activity in this research has two weeks in four times meeting and then has stages such as:

1) Planning word wall

- a. Understand the curriculum of the school that used for the school at the second semester 2019/2020.
- b. Make lesson planning based on the teaching of vocabulary.
- c. Create a students work-sheet
- d. Create a students work-sheet consist of pre test and post test.
- e. Make the observation paper to observe the condition of learning process.
- f. Arrange the post test to know the increased of the result study after they studied through material.

2) Acting

In this activity it has scenario learning process it should be based on the teaching vocabulary by using word wall media as like that:

- a. The first meeting, the teacher gives pre test to students and asks the students to do the test.
- b. The teacher explains a purpose of using the word wall. Word wall may be used to help students learn high frequency words, or they may be used to develop vocabulary around a theme.
- c. Select the words that are targeted for instruction. Select a few words for teaching and post them on the wall. Teachers choose that correspond to students' ability who are able to students remember and learn. Words on the wall need to be spelled correctly and written legibly.
- d. Before teaching word wall, the students should practice vocabulary in the other words to make students more creative in learning vocabulary using word wall.
- e. In teaching word wall, the students begin to understand the meaning of a word, so that students are able to learn vocabulary by using the word wall well. Because word walls are effective when they are interactive, teachers guide discussion of the readings to include new and interesting words that student discover in their readings.
- f. The activities conducted by placing the words on the word wall on the blackboard and students are required to mention such words or preferably by using pictures and then look it was written on the board. For the word wall to be effective, members of the learning community must use them.
- g. In the end the teacher gives evaluation.

3) Observing

- a. The researcher corrected the pre-test and post-test results
- b. Observing the results of student work before and after learning using the word wall media
- c. Measuring the result with criteria of success

4) Reflection

- a. Researchers review and consider the results or impact of actions based on various predetermined criteria
- b. The researcher and the teacher revise the initial plan
- c. Determine what has been achieved, and what has not been achieved, and what needs to be improved again in subsequent learning.

5. The Goals of Word Wall

According to Patricia Antonacci (2012: 105), word wall has many goals; they are as follow:

- a. Support the teaching of important general principles about words and how they work.
- b. Foster reading and writing.
- c. Provide reference support for children during their reading and writing.
- d. Promote independence on the part of young students as they work with words in writing and reading.
- e. Provide a visual map to help children remember connections between words and the characteristics that will help them from categories.

- f. Develop a growing core of words that become part of a reading and writing vocabulary.

D. Picture

Picture is a simple media that does not require a projector or screen. This media is opaque, so it cannot be reflected on the screen. The researcher chose to modified word wall with picture because it is practical. According to Gerlach and Ely (1980: 25) said that picture is not only worth a thousand languages but a thousand years. Samaldino, et al (2005: 11) say that pictures or photography give a picture of everything such as pictures of animals, people, flowers, etc. In addition picture is generally used in learning. Edgar Dale (1963: 57) said that pictures can shift learning experiences from the level learning with words to more concrete level, for example the teacher will explain the lesson, the learner will more easily capture the picture than the teacher's describe with words. Besides being able to describe various things, images are obtained from magazines or bulletins, and others.

If forced to not draw well the teacher can draw simply. The benefits of drawing as a media image, among others (1) Generate attractiveness for students images with variety of colors will be more interesting and can arouse students' interest and attention. (2) Facilitating students' understanding of an abstract explanation can be helped with pictures so that students more easily understand what is meant. (3) Clarifying important parts through pictures can also enlarge important or small parts. So it can be observed more clearly. (4) Short for a long description, the description may be shown with just a picture. Good picture has

some characteristics such as (a) Matches the age level and ability of students (b) Understated (c) Reality means that the picture is like an actual object or in accordance with what is drawn by taking into account the size comparison.

Picture have long been used by educators. It is due to pictures are effective in increasing the understanding of vocabulary mastery. Meaning can not be derived only from verbal language (Wright 1989). Cohen (2018) in his research also explained that picture is able to increase focus on vocabulary, and help students communicate and comprehend. Using picture media for language learning is also useful for increasing the focus of the learner and the learning atmosphere becomes fun. This is supported by Istifadah's research results (2019) that using pictures can provide children visual learning, grab students' attention, and help students to memorize. As in line with Redman (1986) objects and pictures can facilitate recall. In addition, in learning foreign languages learners must memorize and understand the concept of using vocabulary. New words are usually paired with their definitions or equivalents. They can be, however better learned if they are paired with pictures (Thompson, 1987).

In this study, researchers modified Word Wall media with pictures. Word wall which is a list vocabulary on the board that arranged according to class and type will help students understand the context of the use of vocabulary. While pictures will help students memorize new vocabulary easily.

E. Previous Studies

Several studies about the effectiveness of media in teaching vocabulary has been conducted by some researchers. From the previous studies, the researcher

takes lessons and also their discrepancies on the basis of the found gaps. One of the previous studies comes from 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*. The result of her study is 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. 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*. 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.

In this research the researcher involves pictures in the word wall to teach English vocabulary because picture is the one of the visual aid which suitable to used in teaching language. This media is expected effective to increase students' ability to visualize connections between vocabulary, inquiry experiments, and their own interest and experiences.