

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapters presents four topics dealing with the review of related literature those are definition of vocabulary, kinds of vocabulary, teaching of vocabulary, importance of vocabulary, definition of word wall, the characteristic of word wall, advantage and disadvantage using of word wall, the implement of word wall, the goals of word wall, definition teaching media, the kinds of media, function of teaching media, advantages of teaching media and previous study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary refers to knowledge of words, word meaning, and how to use words effectively to communicate. It is an essential part of the language. By having many vocabularies, someone will easy to communicate with other people. If he/she only has little vocabularies, he/she will confuse to say or may difficult to understand what other people say. Vocabulary is the one of component to fluent the learner to learning English because influence in four of skills. In learning, one of the language components that should be acquired by learners is vocabulary. It is the element that connects the four English skills which are speaking, listening, reading and writing (Gains Ruth and Redma, 1986: 64-65). Learning language, need vocabularies to become the learner fluent and clear communicate with other.

In place of teaching vocabulary consciously, such as through long lists of word and their definitions, vocabulary is presented in unplanned teaching or in impromptu moment. In this case, the discussion on the meaning of words takes place merely when teachers and/ or students find some words deserving attention (Kwelju, 1997).

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.

To get a better result in the teaching of vocabulary, the teacher must consider certain principles of vocabulary development. In general, the goals of the vocabulary component of a course will be to increase learners' usable vocabulary size and to help learners gain effective control of a range of a vocabulary learning and coping strategies (Nation, 2001: 380). There are eight principles by Nation (2001: 395):

Principle 1: Learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put it to use and how to see how well it has been learned and used.

Principle 2: Learners should know continue to increase their vocabulary size and enrich the words they already know .

Principle 3: Learners should use word frequency and personal need to determine what vocabulary should be learned.

Principle 4: Learners should be aware of what is involved in knowing a word and should be able to find that information about particular words.

Principle 5: Learners should be familiar with the general stable language systems that lie behind vocabulary use.

Principle 6: Learners should know how to make the most effective use of direct, decontextualised learning procedures.

Principle 7: Vocabulary learning needs to operate across the four strands of meaning-focused input, language-focused learning, meaning-focused output and fluency development.

Principle 8: Learners should be aware of, and excited by, their progress in vocabulary learning.

2. Kinds 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.

3. Teaching Vocabulary

A teaching theory is viewed as something that is constructed by individual teachers (Nunan 1999: 103). From this perspective, teaching is viewed as driven by teacher's attempts to integrate theory and practice. Teacher-education programs give teachers grounding in academic theory and research, which they test out against the practical realities of teaching.

Many people say that "Teaching English to Young Learners is full of fun. The teaching process will be more fun if the teacher has competency to develop his/her own ways or techniques according to his/her need, the situation, and the classroom condition. The teacher must always more active and creative to make his/her students interested.

4. 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.

B. Teaching Media

1. Definition of teaching media

According to Arsyad (2009) said that the media (plural of the word medium), a word derived from the Latin medium, which literally means 'middle', 'intermediate'. Therefore, the media can be interpreted as an intermediary or an introductory message from the sender to the receiver. Media can be something material (software) and/or tools (hardware). Media also used to learning process to be successful and add interested students to study English in classroom. Besides that, media help student to remember vocabulary with easily. At least, the teacher is able to use cheap and efficient media although simple and simply because it is a duty in the effort to get what the process of teaching wants.

2. The kind of media

According to Fachrurrazy (1992:36) media can be subdivided into three kinds, they are:

1. Visual media

Visual media are the media that can be watched and touch for example, picture, realia, map, miniature, graphic and poster.

2. Audio media

Audio media are the media that can be listened. They are used to listen and understand oral text, for example, radio, cassette recorder, and tape recorder.

3. Audio visual media

Audio visual media are the media that can be watched and listened, for example TV and film.

Many teachers complaint not using media to teach because of difficult to make limited time, and expensive cost. Substantively, that reasons are not really true, because a material very cheap, for example the teacher can take in old magazine, old newspaper, brochure etc. and they can cut the picture to a media. It is very simple, if the teacher who teach far from city and only has limited facilities the teacher can using some simple media, for example flip card, regalia.

3. The Function of Teaching Media

According to Munadi (2008: 6), there are five functions of teaching media:

- a. As learning sources: it means that to replace teachers' attendance and function. For example task sends in E-mail.
- b. Semantic function: it means to enrich some vocabularies, to visualize some nonverbal vocabularies (symbol). For example Tiger as a symbol of braveness.
- c. Manipulative function: it means to overcome the limitation of people sense.
- d. Psychological function:
 - (a) *Attention function* → it means that visual media make students enjoy in the teaching and learning process. They can grow the student's emotion.
 - (b) *Imaginative function* → it means can increase or develop students' imagination and as an illustration of storytelling.
 - (c) *Motivate function* → the teaching media motivate and stimulate the students to do and be responsible. The purpose is to influence the attitude, value, emotion of the students and invite students to come to the topic.
 - (d) *Affective functional* → it means make students enjoy in the teaching and learning process. They can grow the student's emotion.
 - (e) *Cognitive function* → it means that brings the students to understand and remember the information quickly.
- e. Socio-cultural function: to give the same perception for students who come from many cultural background.

4. Advantages of Teaching Media

According to Munadi (2008: 6), there are some advantages of teaching media:

- a. Simplify the materials
- b. Reduce the use of mother tongue
- c. Attract students motivation and attention
- d. Give varieties teaching methods
- e. Create more activities
- f. Giving the real experience and environment
- g. More attractive teaching
- h. Flexible to give materials (anytime and anymore)
- i. Increase the students positive attitudes towards teacher
- j. Used as assessment
- k. Help to do physical exercise

Teaching media help the teacher easier to teach. He/she can choose what the media which are suitable with the subject. He/she can choose simple or modern media to help him/her. For the teachers with limited facilities, may they can make their own media as well as they can. Their creativity is needed in the teaching and learning process. By having creativity, they can make their own media although the media are simple and cheap.

C. Word Wall

1. Definition of Word Wall

A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are used as a tool to teach language concept.

According to Marzano, Robert J. (2004), Word Wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or term. These words are used continually by teachers and students during a variety of activities. There are ways to make efficient word wall, practical and memorize easily. Word wall is interactive media in classroom to advocate learning of listening, speaking, reading and writing.

In his book, “*Word Savvy*” discusses additional purposes for using word walls. First, word walls support students' vocabulary development. In the content area classroom, word walls can be used to develop academic vocabulary. Word walls provide example words, which highlight difficult concepts. Many teachers create word walls that support students' learning of high frequency words. Students are able to include words that are important to them. And finally, word walls provide a space for students to sort and categorize words and phrases.

2. The Characteristic 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:

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

3. Advantage Using of Word Wall

a. Advantages using word wall :

- 1) To support the teaching of important general principals about words and how.
- 2) To develop a growing core of words that become part of reading and writing.
- 3) To make students practice English for communication and to create using language.
- 4) To create a variety of word wall game using teachers own word.
- 5) 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. The Implementation of Word Wall

The activity in this research has three weeks in four times meeting and then has stages such as

1). Planning

- a. Understand the curriculum of the school that used for the school at the second semester 2015/2016
- b. Make lesson planning based on the curriculum, and arrange material of lesson planning and it should be based on the teaching of vocabulary.
- c. Make pre test
- d. Make the observation paper to observe the condition of learning process.
- e. Arrange the post test to know the increased of the result study after they studied through material.

2). Action

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 them to do the test.
- b. The teacher explains a purpose of using the word wall. Word walls 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 words 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 teaching vocabulary using word wall.
- e. The teaching of the word, 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 discovered in their readings.
- f. The activities conducted by placing the words on the wall or 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.

5. The Goals of Word Wall

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

- 1) Support the teaching of important general principles about words and how they work.

- 2) Foster reading and writing.
- 3) Provide reference support for children during their reading and writing.
- 4) Promote independence on the part of young students as they work with words in writing and reading.
- 5) Provide a visual map to help children remember connections between words and the characteristics that will help them form categories.
- 6) Develop a growing core of words that become part of a reading and writing vocabulary.

D. Previous of Study

The writer takes some reviews of related literature from other thesis as principle or comparative in this research. The first one had been done by Nur Aeni Kasim entitled INCREASING STUDENT' VOCABULARY MASTERY BY USING WORD WALL (CAR of second year of SMPN 6 Makassar in the academic year of 2010-2011). The first research focused in her writing concern to increase the students' vocabulary while this research concern to increase the students' vocabulary mastery especially in components of noun and verb. The research prepares material about noun and verb, and then there is interaction process used CAR, consist of two cycles, of cycle 1 the teacher designed and planned teaching activity based on the teaching program. After that research was conducted in two cycle, and it will be continued in the cycle 3 if the result of cycle 2 is not significant. It aims at observing the using of Word Wall Media in increasing the students' vocabulary mastery. The research subject of this

classroom action research is the second grade students in class VIII. The class consists of 41 students with the 21 woman and 20 men.

The previous study which examines the effectiveness of word wall media was done by Neni Tri Setyowati entitled THE EFFECTIVENESS OF WORD WALL MEDIA IN TEACHING VOCABULARY ON THE SEVENTH GRADE STUDENT'S MTs NEGERI BANDUNG TULUNGAGUNG IN ACADEMIC 2014-2015. The second research uses the quantitative research. First the method research establishes a purpose for using the word wall. Then research selects the words that are targeted for instruction to the students in the class. The research give new vocabulary related with topic before research gives the sentences. The students before teaching word wall students should practice vocabulary in other words to make students more creative in teaching vocabulary using word wall. After research give new vocabulary the students give the sentences and reading the sentences. When the students finished read the sentences students may post words to the wall. The research subject of this quantitative research is the first grade students in class VII. The class consists of 45 students with the 24 woman and 21 men.

Finally this my research entitled THE EFFECTIVENESS OF USING WORD WALL MEDIA TOWARD STUDENTS VOCABULARY MASTERY OF EIGHT GRADE IN MTs NEGERI BANDUNG, in here there are little different with the two previous above. In the research give explain about word wall to the students. After the students understand the research gives a short story but before that the research divides in the few groups. Then research gives 15

minutes to discussion with the group. The researcher wants the students look for vocabulary in the text. The research ask students to write one word in the focused of noun in the short story. Finally, the students write result in the sheet. Then the research chooses the word to make word wall. After that, the researcher writes the word in the colours sheet to can interesting when the vocabulary read. Finished write the vocabulary in the colours sheet the researcher patch the sheet in the wall or blackboard. The researcher requests the students to remember the vocabulary. After the students remembers the vocabulary. The researcher in the next meeting requests the group to make a sentence from the vocabulary. Then, the students' in front of the class to write result from the discussions. The researcher crosschecks the work every groups. The research subject of this quantitative research is the second grade students in class VIII. The class consists of 46 students with the 22 woman and 24 men. After the researcher has done her study, the researcher can conclude that the students who are taught word wall media better.