

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, the research questions, the objective of the study, the scope and limitation, the significance of the study, the key terms of the study and the hypothesis.

A. Background of The Study

Vocabulary is one of important aspects in learning English. Learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. Vocabulary is the most sizable and unmanageable component in the learning of any language, whether for a foreign or one's mother tongue because of thousands of different meanings. Lewis (1992) mentions that the idea that vocabulary acquisition is the main task of second language acquisition is the language skills as listening, speaking, reading, writing and translating all can not go without vocabulary.

According to Similarly in Anggraini (2013:2), vocabulary is one of the basic elements in achieving all four language skills. Teaching vocabulary is an important task in teaching English because vocabulary mastery related to all language learning and it is concern to all four language skills as listening, speaking, reading and writing. Learning vocabulary is important since the ability of the students to learn English such as to write and read, as well as to propose their ideas and to comprehend the subject is determined by vocabulary mastery. Laflamme in Weiser (2013) stated that vocabulary knowledge is the single most important factor contributing to reading comprehension. It is an essential part of

the language. If the students have lack in vocabulary, they will get difficulty in communicate and convey message. The students in poor vocabulary also will difficult to understand the oral and written language because vocabulary is a basic component in learning English.

On the other hand, teaching and learning vocabulary is not easy because vocabulary development is about learning words, but that learning words is not something that is done and finish with. Learning word is cyclical process of meeting that those words again and again, and how they are used in the foreign language (Cameron: 2005: 73). Meanwhile, teaching English as foreign language has many problems faced by Indonesian students. In a classroom setting, many EFL learners find difficulty to enrich their vocabulary or to memorize new words given by the teacher. It is caused they are taught only by remembering and memorizing the meaning of word. The teaching and learning process was done conventionally in which the teacher explaining and the students listen the explanation while taking notes. So, their vocabulary is limited and they get often difficulties. Therefore, it is needed to find a media that can help the teacher to teach vocabulary easily.

One of media that can be used to teach vocabulary is word wall media. It is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in the classroom. Brabham and Villaume in Harmon (2009: 398) argue that the use of interactive word walls holds instructional potential for enhancing vocabulary learning as students engage in activities centered on the word wall activities in which students explore, evaluate,

reflect, and apply word meanings in meaningful contexts. Interactive word walls showcase well-selected words; they help teachers build a foundation for student content vocabulary comprehension.

The previous study that has already discussed about word wall media are Nadziroh (2010) with the title “The Effectiveness of word wall media in improving the fifth year students’ mastery on vocabulary at SDN 04 Sumberbendo Pucanglaban”, Kasim (2010) with the title “Increasing The Students’ Vocabulary by Using Word Walls Media”. Both previous study above have proven that word wall media significantly improved students’ vocabulary. By applying this word wall media, the score of the students in vocabulary kept increasing from the pre-test until the post-test.

Word wall media is an appropriate media in order to make students do not feel bored and they become active in the classroom. Building a word wall can be easily integrated into activities in teaching and learning process. Key words and/or terminologies that related to the lesson or unit of study can be added gradually as they are introduced. When the students use the word walls they become more conscious of words and definitions, it also helps students become aware of vocabulary in the world around them. The use of word wall media in learning English has special contribution in making the students active and the class more alive. Word wall media helps to track the students interest to focused on the words that displayed on the wall.

All of explanations above inspire the writer to conduct research entitled “The Effectiveness of Word Wall Media Towards Students’ Vocabulary Mastery of The Seventh Grade Students at MTsN Tunggangri Academic Year 2016-2017”.

B. The Research Question

The formulation of the problems of this study can be formulated as follow:

1. How is the students’ mastery on vocabulary before being taught by using word wall?
2. How is the students’ mastery on vocabulary after taught by using word wall?
3. Is there any significant difference between students’ vocabulary mastery who are taught through word wall media and students’ who are taught without using word wall media?

C. Objective of the Research

This study is intended to:

1. To know the students’ mastery on vocabulary before being taught by using word wall.
2. To know the students’ mastery on vocabulary after taught by using word wall.
3. To know the significant difference between students’ vocabulary mastery who are taught through word wall media and students’ who are taught without using word wall media.

D. Scope and Limitation.

The scope of this research is about teaching vocabulary by using media. There are many kinds of teaching media that can be used to teach vocabulary. Generally, teaching media can be subdivided into three, they are; visual media, audio media, and audiovisual media. In this research, the scope of the research is visual media. The researcher chooses this kind of media because this kind of media can be used to teach easily. The limitation of this research is using word wall media in MTsN Tunggangri to teach vocabulary.

E. Significance of the Study

It is hoped that this study will give advantages to:

1. The teachers

For the teachers, it gives some information about students' difficulties in learning and the technique to teach and solve the problem in teaching vocabulary.

2. The Other Researcher

Hopefully, it can help the other researchers who want to conduct study about student's vocabulary mastery and word wall media.

F. The Hypothesis of the Study

In this research, the researcher has two kinds of hypothesis, they are:

1. Alternative Hypothesis (H_1) states that there is a significant difference of students' vocabulary mastery between students who are taught through

ward wall media and students who are taught without using word wall media.

2. Null Hypothesis (H_0) states that there is no a significant difference of students' vocabulary mastery between students who are taught through word wall media and students who are taught without using word wall media.

G. Definition of the Key Terms.

1. Vocabulary Mastery

In this study, vocabulary mastery is the knowledge in understanding the words.

2. Word Wall Media

In this study, word wall media is materials or wall that is displayed by a group of words to increase students' knowledge in vocabulary.