CHAPTER I

INTRODUCTION

This chapter is intended to introduce the topic and problem to the readers. The researcher presents background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significant of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

In this globalization era, people era very important to master the international language. Almost everyone in the world uses English to communicate internationally. It has been a lingua franca that is other languages (Fromkin, Rodman, Hyams, 2011 p 433) the use it either as the first foreign or as second language. English used with many people in many countries. English used to avoid misunderstanding or misinterpretation between many people from different country because they have different language. Besides that, people always communicate as the social human to out their feelings, expressions and what they think by they are speaking, reading, listening, and writing. Some of the component in language that important is vocabulary.

Vocabulary is very important to convey the idea, express desire and feelings and to communicate with others. Vocabulary is one of the components, which supports the speakers in communication, whenever we want to communicate with other people using a language. According to Harmer (2001, p 13) very little we can be conveyed without grammar, but nothing we can conveyed without

vocabulary. It means that vocabulary is the main element in communication. When we use language word all the time, thousands of them. If we know a language well, we know how to write its words and how to say words. Its means that vocabulary refers to the words that the students understand about meaning and how to pronounce it, they will be able to use the language in speaking, reading, listening, and writing.

Someone uses vocabulary to listen, read, speak and write effectively. Student learn vocabulary indirectly and directly. They can express their ideas and comprehend other people idea if they have good vocabulary knowledge. Therefore, vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classroom. It is a paramount importance to a language learner and central to language teaching. Brown (2001, p.12) states a good vocabulary mastery is one of the most important aspects in learning foreign language because the ability of the language learners to read and to comprehend the subject is relatively determined by their vocabulary mastery. Having a lot of vocabulary helps learners to express their ideas easily.

Teaching vocabulary is one of the best basic elements in achieving all four languages skills. Cronsberry (2004, p. 12) states that teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it is concern to all four language skills. In teaching a language, a teacher might realize that could not apply only one or two strategies to all levels. In reverse, the teacher is required to be able to

recognize the characters of their students and to select an appropriate strategy to them. The teacher have to be selective in choosing a strategy to introduce a learning material. A good teaching strategy would automatically facilitate them to get students' interest in learning process. It can conclude that vocabulary is very important and should have taught to the English learners. Regarding the importance of vocabulary, some Junior High School students in Indonesia still have some problems, especially in vocabulary learning. The example of those problems occurred in MTs. Darul

Falah. Based on the writer's observation through her preliminary study during teaching learning English activity at the first grade of Junior high school, the writer found many students have low motivation in learning English vocabulary because they feel English vocabulary is very difficult. It can be seen from the score of vocabulary test is low as the average of the vocabulary test does not reach the minimum learning mastery standard (KKM).

Green (2021 p.41) said that the vocabulary has some importance attached to it. First, vocabulary has become powerful insight for improving performance. As a student's vocabulary improves, so does their performance. Second, words known to help organize learning. Third, creating labels (words) is a tool for increasing learning, especially for poverty-stricken students. Fifth, vocabulary lessons are great to prepare in advance, but they have also need to be taught in context.

From the theoretical explanation above, it implies that within the teaching and learning process at school, vocabulary is one aspect that have to give more attention to be improved. At the Junior High School level, students

are necessary to master vocabulary to capitalize on reading or understanding the content of the text. Students are supposed to attain remembering a new vocabulary by learning, practicing, and teachers may help students recall a new language and keep it from being forgot.

Recognizing the importance of vocabulary and knowing the phenomena above, for that, the teacher needs to choose and apply easy and fun techniques so that student more interested, learning is more effective and efficient.

In order to construct meaning effectively, a students need to learn appropriate strategies in vocabulary. central to guided vocabulary is the understanding the media strategies will modeled by teachers and that students will be encourage to use them before, during, and after they memorize a vocabulary. When they engaged in guided vocabulary, they are solving problem as they read for meaning and over time they will learn to use various strategies a text.

Based on the problem above, it is suggested that the teacher vary their technique to make the student understand the vocabulary more easily and make the process of learning vocabulary be more interesting for student. (Nation, 2006, p122) said, the teachers should teach the learners useful words to make easier and help learners solve meanings on their own in vocabulary.

There are many techniques and strategies of language teaching that can used for teaching vocabulary such as: puzzle, stick figure, card game, pictures, etc. One type of the strategies is *word wall*. *Word wall* is collection of words displayed in large visible letters on a wall and bulletin board. The *word wall* is

designed to be an interactive tool for students or others to use, and contains are array of words that can be used to improve the students' vocabulary mastery.

Erin (2011, p:2) said interactive word wall showcase well-selected words; they help teachers build a foundation for student content vocabulary comprehension they also support word-learning strategies by highlighting root words, suffixes, prefixes, and their meanings. This help student decode meaning in text. Additionally, when students use the word walls they become more conscious of words and definitions. This support content comprehension. It also helps students become aware of vocabulary in the world around them.

The researcher will apply word wall media in vocabulary especially in recount text at the seventh grade of MTs Darul Falah Sumbergempol Tulungagung to overcome some students' difficulties in learning vocabulary. As stated by Green (1993), "word wall is interactive collection of word used to teach vocabulary, spelling, letter sound correspondence, and more. Word wall is used as teach a language concept. Word wall are successful activities because they focus attention, give sample opportunities for review, and are pleasant for students to use." In the word, the student is more likely to memorizing, learn and to learn more, of the material he/she is vocabulary".

Some previous relevant research revealed that the word wall strategy can be use a good strategy to improve students' vocabulary learning. One of the previous study comes by Yezzie Amelia (2022), stated that Wall Strategy can help students easy to understand the content of the texts. They can use and have more exercises with the word wall to enrich their vocabularies in daily activities. Besides, conducted by Lestyana (2023), researcher uses Jeopardy

game is make a student be more creative in their learning. This media is expecting effective to increase students' ability.

One media used to focus on key information when studying from books is the word wall media. This media prioritizes the information in way that relates directly to how they will be asked to use that information in exam. Word wall media provides a process that makes the students remember the material easier. Based on benefit, the researcher thought that word wall is an effective media that can help student to increase their vocabulary.

The results of the pre-research, researcher conducted interview with English teachers, showed that learning using word wall media had never been implemented in this school. From several media researchers are interested in researching vocab learning using word walls in first grade at MTs Darul Falah. Because at that age level students are still active, and creative.

Based used on this explanation, the researcher was interested in conducting a Pre-Experimental research on teaching of writing in descriptive text using word wall. From this, the researcher wants to find out significant score before and after using word wall media in teaching and to increase ability of Seventh grades students (VII grade). The researcher are going done this researcher by Pre-

Experimental with "The Effectiveness of Using Word Wall Media in Teaching Vocabulary at The Seventh Grade of Darul Falah Bendil Jati Kulon Sumbergempol

Tuluangagung".

B. Formulation of Research Problem

Based on the above background, the research problem is "Is there any significant different score before and after being taught by using word wall media in teaching vocabulary on seventh grade MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung?"

C. Purpose of the Study

1) This research is to know the students' significant different score of classes' teaching vocabulary before and after being taught by using word wall on Seventh Grades MTs Bendil jati Kulon Sumbergempol Tulungagung.

D. Formulation of Hypothesis

H^1: There is significant difference between teaching vocabulary class after taught using word wall and before taught using word wall media.

H^o: There is no significant difference between teaching vocabulary class after taught using word wall media and before taught using word wall.

E. Significant of the Study

The researcher hopes that the results of this study can be used by the researcher, students teacher, school, and next researcher for the following purposes:

1. The Teacher

    The teacher should make the students interested in learning English especially vocabulary subject. So that, they do not get bored and they can be active engaged in teaching and learning process. The teacher can use

a new strategy or formula a set appropriate technique or media to enrich the students' vocabulary. The teacher can use a new strategy or formula a set appropriate technique or media to enrich the students' vocabulary.

2. The Student

The findings of this can also provide many benefits for student. Theoretically. Student can already find out the problem of their anxiety during learning English especially in reading comprehension. In practice terms, they can overcome their anxiety and difficulties with the teacher, guidance and their own motivation. So, this could be to improve the students' mastery in vocabulary, and it may guide then memorize and overcome their difficulties in understand vocabulary.

3. For the Researcher

It can be one reference to conduct a study the same topics so the future researcher can make their student more complete.

F. Scope and Limitation of the Research

The scope of this research is studying on vocabulary of Junior High School and it is limited of this research is using Word Wall as the teaching media students' vocabulary and to know the effectiveness of word wall strategy to increase writing and memorize skill students' vocabulary, especially at the seven grades of MTs Darul Falah Bendiljati Kulon Sumbergempol Tulungagung.

G. Definition of the Key Terms

To prevent misunderstanding regarding the subject terminology and content of this study, researcher should define key terms used in this study.

1. Effectiveness

    It is said to be effective if there is a significant difference in students' vocabulary scores before and after being taught using word wall media. The significant difference in the score can be shown by the calculation of the statistical formula. If the p-value (Sig.1-tailed) is lower than or equal to significance level (0,05) and test is higher than or equal to-table, it can be said that teaching using Word Wall Media is effective on developing students' vocabulary mastery.

2. Word Wall

    Word wall are collection of words on display on a wall that is filled with some pictures, and explained with words, to facilitate the teaching and learning process about vocabulary

3. Vocabulary

    The definition of vocabulary is a collection of words that are combined so that they can have meaning or meaning. This vocabulary cannot be separated from four language skills, such a speaking, reading, writing, and listening. Furthermore, vocabulary is the most important part of foreign language learning, where students are required to master word for word as to allow students vocabulary is improving. Thus, it can be concluded that continuous learning of students' vocabulary will certainly

make it easier for students to learn a language fluently, especially in English.