

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of the research problem, purpose of the research, significant of the research, scope and limitation of the research, research hypothesis, and definition of key terms.

A. Background of The Study

English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is major core in studying a foreign language. Lado (1964: 65) says that vocabulary is the lexical unit or written called word.

The paragraph above indicates that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an utterance. In short, it is imperative for the learners to have adequate vocabulary in order to communicate well.

Teaching vocabulary is not an easy work. Teacher should find the best or the effective technique to teach English vocabulary. According to Brown (2000: 1) language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. In general, many teachers teach vocabulary based on handbook without using other media. Indirectly, it makes the students bored and also lazy to learn the new word. In fact, many students are failed in learning English because their vocabulary is lack.

Considering the importance of vocabulary in learning English and the students vocabulary mastery, teacher should be able to make the lesson more fun and attractive. In this case, teacher is demanded to be more creative, not relying on handbook in teaching the vocabulary.

Media as teaching aids are needed to help students understanding and to increase the effectiveness in the communication between teacher and students in teaching and learning process. It is also used to stimulate the students motivation and students interest to the lesson.

Teaching media is one of the important things in education. Media are all of physical tools that are able to provide the study and stimulate the students to study. According to Sadiman (2008: 2) teaching media is used in improving or increasing the quality of teaching process. One of the beneficial media in improving students mastery of vocabulary is the word wall. By applying word wall, students can remember the vocabulary without feeling that they are very serious in studying. Through the habit such as looking the word wall, indirectly they remember the vocabulary.

According to Cronsberry (2004: 3) word wall is a great way to make the teaching and learning process becomes more interesting and enjoyable. A word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large font so that they are easily visible from all students seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. They become a kind of visual scaffolding that provides students with a reference for words they will need for literacy activities and helps them to make the transition to more independent reading and writing.

Many opinions about the influence of the use of word wall in mastering vocabulary. According to Green (1993: 1) word wall is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to effective the students vocabulary.

The students of SMP prefer to study in an enjoyable situation and more interestingly. The use of word wall in English language learning has special contribution in making the students active and the class more alive. Word wall media really supports in teaching vocabulary, the students to have more interest in learning English. When they are interested in certain material, it will be easier for them to understand it well. The word wall media can raise the student's motivation and interest. It can also make affective education process in learning English vocabulary. In word wall media the students understand about the material. The students comprehend when the teacher

give some new word by words wall media. It is useful in teaching and learning process in vocabulary.

Considering the experts invention about word wall and the effectiveness in teaching vocabulary, the writer is interested in using word wall in teaching vocabulary at MTs Aswaja Tunggangri. Based on writers preliminary observation at MTs Aswaja Tunggangri, most of the students know vocabulary, but when they are encountered to use it in reading, listening, writing and speaking they got difficulties in remembering and choosing the words. Moreover, some of them have lack of vocabulary and most of the students are not interested in learning vocabulary because teacher translate word by word in teaching. It makes students bored in English class.

Moreover, the information from some teachers of English at MTs Aswaja Tunggangri, they justify that there are many English students of MTs Aswaja Tunggangri who are still have difficulties and problems in mastering vocabulary. It can be seen from some phenomenas such as: some of the students do not know how to use vocabulary correctly; the students have lack of vocabulary because they are not interested in mastering vocabulary; the teacher only orders the students to remember the vocabulary but they never explain the students about vocabulary clearly; most of the students are not interested in learning the vocabulary because the teacher seldom stimulates and motivates the students in mastering the vocabulary.

Based on the phenomena stated by the writers above and considering how important the vocabulary to be mastered by students, the writer feels

interested in researching research of this problem entitled: “The Effectiveness of Using Word Wall to Improve Seventh Grader’s Vocabulary Mastery at MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017”.

B. Formulation of Research Problem

Based on the background of study above, the researcher formulated the research problems as follows:

1. How is the students’ vocabulary mastery before being taught by using word wall media?
2. How is the students’ vocabulary mastery after being taught by using word wall media?
3. Is there any significance different scores of the students vocabulary mastery before and after being taught by using word wall media?

C. Purpose of the study

Based on the research problems above, so the purposes of the study are:

1. to find out students’ vocabulary score berfore being taught by using word wall media.
2. to find out students’ vocabulary score after being taught by using word wall media.
3. to find out significance different score and after being taught by using word wall media.

D. Significance of the study

In this study the researcher hopes that the research of the using of word wall in teaching and learning vocabulary will be useful for:

1. The Teachers

Word wall gives and show an alternative way of teaching vocabulary because it is a good opportunity to bring the group together. Word wall can help the teacher to solve the problem for teaching.

2. Students

Students can get different and meaningful experience of learning vocabulary by using Word wall. Word wall can motivate the students in learning English because they can share their ideas easily.

3. Other Reseachers

The fidings of this research can be used as one of the references in conducting research on English language teaching, especially in the implementation of the use word wall in teaching and learning vocabulary.

E. Hypothesis of the Study

The statement of the problem can be stated on the following hypothesis:

1. Alternative Hypothesis (Ha): There is a significant difference between the achievement of students taught vocabulary using word wall and without using the word wall in MTs Aswaja Tunggangri Academic Year 2016/2017.

2. Null Hypothesis (Ho): There is no significant difference between the achievement of students taught vocabulary using word wall and without using the word wall in MTs Aswaja Tunggangri Academic Year 2016/2017.

F. Scope and Limitation of the Study

To avoid misinterpretation of the problem, the authors are limiting the scope of the study. The author would like to know whether word wall can improve students' vocabulary mastery. The material is initially limited to Junior High School.

G. The Definition of Key Terms

1. Vocabulary Mastery

Vocabulary is a list of words used in a book with definition or translation (Hornby; 1963: 1120). Mastery is great skill or knowledge (Handy learners dictionary of American English, 2000: 252). Vocabulary mastery is the knowledge in understanding the words.

2. Word Wall

According to Cronsberry (2004: 3) word wall is a great way to make the teaching and learning process become more interesting and enjoyable. A word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large font so that they are easily visible from all students' seating area.