

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter there are some points are discussed by the researcher they are vocabulary, word wall, and previous study.

A. Vocabulary

1. Definition of Vocabulary

In some literature, the researcher found the meaning of vocabulary. There are some definitions of vocabulary. According to Davies according Longman Dictionary (1998: 1764) Vocabulary is word, term, used. It is means that vocabulary is important to know, learn and used. Without having enough vocabulary they can not to make meaningful sentences in communication.

Vocabulary is important to be mastered by language learners, especially English learners, because English vocabulary is large. It is a must for the teachers to help their students to master vocabulary successfully. By mastering vocabulary, students can learn and use language well. It is proved by Laufer (1997) who states that vocabulary learning is at the heart of language learning and language use.

Good (1973: 143) defines that vocabulary as the words having meaning when heard and seen even though not produce by the individual himself to communicate with others and the words are considered essential for minimal use a language.

According Hornby (1989:1447) that vocabulary is 1). All the words that a person knows are uses. 2). All the words in a particular language. 3). The words that people use when they are talking. 4). A list of words with her meaning especially in a book for learning foreign vocabulary is a list of words and sometimes phrase usually arranged in alphabetical order define a dictionary glossary or lexicon.

Vocabulary is an very important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. In language learning, vocabulary plays an important role. Hedge (1993: 27) states that knowing a lot of words in foreign language are very important.

2. Kinds of Vocabulary

According to Scrivener (1994: 74) an important consideration for teacher planning vocabulary work is the distinction between productive and receptive vocabulary. The clear differences between productive and receptive vocabulary will be seen the function of the using vocabulary.

a. Productive Vocabulary

Usually productive vocabulary called active vocabulary. It is the words which are used in speaking and writing skill. Productive vocabulary is more difficult to be learned than receptive vocabulary. The learner must be able to choose the word which is appropriate with the situation.

Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

b. Receptive Vocabulary

Sometimes receptive vocabulary called passive vocabulary. It is the word which is used in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (Scrivener; 1994: 75). in understanding what the learners have heard and what they have read.

If the learner has much receptive vocabulary, they will understand what the text talking about. Productive and receptive vocabularies are words that the students understand when they use in everyday situation. Produce it correctly in reading or listening. In contrast, productive and receptive vocabularies are the set of word that they understand, can pronounce correctly and use constructively in speaking and writing.

3. Factors Influencing Students Vocabulary Mastery

A good vocabulary is essential to effective listening, speaking, writing and reading. The learners absolutely wish to achieve the components by mastering strong vocabulary. An expand vocabulary will provide the students with accurate and precise words in which this can only promote the understanding that is critical to effective communication. Mastering vocabulary is inseparable with the success of language learning.

Many factors appear to play a role in vocabulary development, Hedge in teaching and learning in the language classroom, (2003: 118) states that there are three factors that influence vocabulary development.

a. Frequency

Frequency has been accorded a high level of significance in English teaching and learning for many years as a result of the use of word frequency counting as a procedure informing syllabus and material design. The rationale for this is quite simply that the most frequently occurring words in the English language will be those most useful to learners. Repetition of words in materials can the process of lexical inference and has been used as a principle for constructing grade reading material for many years.

b. Pronunciation

In the initial stages of language learning it is common for teachers to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllables. In later stages, this is often discontinued as the focus of learning changes to other aspects of language and as individual learners pick up vocabulary in their own way and at their own rates.

And yet it has been claimed (tarone 1974: Channell 1988) that learners use stress to select what is important as they listen to a stream of English and that they therefore need to know for each word both the stress pattern that would be found in a dictionary and patterns that might be

heard in continuous speech. This would suggest that, if the purpose of learning English is to listen and understand, then learning word stress is important. If learners process speech partly by recognizing syllable patterns and stress, knowledge of those stores in the mental lexicon will facilitate quick comprehension. And it goes almost without saying that a learner who wishes to be intelligible in English needs to be able to stress words correctly.

c. Contextualization

Schouten van parreren, (1989: 76) argues that text, present a linguistic and psychological reality, and that presenting words in the context of a text will provide support and reduce inference. It is her contention that if learners have to perform certain activities on unfamiliar words in texts, there is a good change of retaining the words. The activities comprise guessing meaning from context and from word form, verifying meaning by checking in a dictionary, and analysis of the word from to recognize relationships between the new word and others already known.

A. Word Wall

1. The Definition of Word Wall

The definition of word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. Regarding to the definition above, word wall is a systematically collection of words in large letter and placed in the classroom wall. It is a tool to use, not just display.

Word wall media 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 (Cronsberry: 2004: 3). 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.

It is relevant to Green (1993: 1) argued that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

2. Word Wall as Media of Teaching Vocabulary

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 front so that they are easy visible from all student seating area. These words are referred to continually throughout a unit or item by the teacher and the student during a variety of activities. (Cronsberry: 2004:3).

It is relevant to Green (1993:1) argued that a word wall is an organized collection of large print words wall on the classroom. A word wall helps create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

In teaching vocabulary by using Word Wall Media (Jerry 2010: 5) consists some activities:

- a. Make words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.
- b. Teachers should be selective about the words that go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually a guideline is five words per week.
- c. Use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.
- d. Provide enough practice so that words are read and spelled automatically and make sure that word walls are always spelled.

3. How to Create A Word Wall?

There are several ways to make word wall efficient, practical and easy to remember. Word wall is interactive media in the classroom to support the learning of listening, speaking, reading and writing. The steps to make a word wall:

- a. Use the favorite words that most appropriate on particular theme, so they are easy to remember.
- b. Create these words in a variety of forms that will be more interesting for students.
- c. Make it useful by often using these words in a variety of activities such as, listening, speaking, reading or writing

- d. Make it easy to see, to write a script which is large and placed on a wall in the classroom.

In creating this media, the researcher determines the key words related to the theme and write a script in large letter on a paper as much as, so it possible can be seen clearly by all students in the class. The key words can be adjectives, nouns, verb, or adverb which is customized with themes that will be studied. For the next stage teachers can collaborate with students in making the word wall.

The students asked to create a collection of vocabulary words on a piece of cardboard that relate to the theme of learning. After that, collected and selected the words are most appropriate with the theme that will be taught. All of student work then collected as the student portfolio and assessed.

There are many things that the teacher can use a word wall for:

- a. **Chunking:** Using words to help children spell words that rhyme with other words. For example, using common word families (i.e. "-ike in like).
- b. **Spelling:** Displaying the spelling words of the week on the wall. Keep the spelling words throughout the year on the wall to help the students memorize the words.
- c. **Word Recognition:** The students see the words on the wall and are able to identify them when the teacher asks to point out a particular word.
- d. **Displaying categories:** The teacher can separate words into categories and display them on his/her wall. For example, display the names of the students, names of animals, or maybe the months of the year.

- e. Alphabetical order: Teach the children a sense of alphabetical order by having the alphabet on a wall (letters enlarged) and have words that begin with those letters underneath the letter they correspond with.

4. How to Implement Word Wall?

According to Lori (2004: 1) the technique to implementation word wall in learning as follow :

- a. establish a purpose for using the word wall.

From the use of word walls aims to improve students' vocabulary in the use of word wall in the learning process in the classroom. Word walls may be used to help students learn high frequency words, or they may be used to develop vocabulary around a theme. For example, themes for word walls may include the hospital, book, library, teacher or anything you want to teach.

- b. 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, as students will be encouraged to use the word wall as a resource for their reading and writing.

- c. before reading, teach the words.

Before teaching wall word students should practice vocabulary in other words to make students more creative in teaching vocabulary using word walls. Engage students in a lively discussion of the words. Teachers

may decide to write a brief meaning of the word which is able to be mastered by students

- d. after reading, students may post words to the word wall.

Of 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. These words, along with their meanings, may be posted on the word wall.

- e. initiate activity around the word wall.

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 that board. For the word wall to be effective, members of the learning community must use them. The teacher plays an important role in initiating activity that leads to interactive word walls. For example, using word walls as references in finding interesting words for writing and playing word games will encourage students to make the word walls their own.

There are some ways to support our interactive word walls (Patricia Antonacci & Catherine M. O'Collaghan, 2012: 105)

1. Incorporate the Interactive Word Wall strategy as part of the word study instructional routine. It means whenever you teach English, promote the

students to always use this strategy when they have any difficulties in words.

2. Select the display wall carefully; making sure that it is at eye level and large enough to post the words. Teachers must create the word wall bigger so students can see clearly.
3. Decide on how you wish to display the words, such as alphabetically or organized by themes or content areas. There are many kinds of word wall example, there are alphabetically and themes, you can see, that is the example of alphabetical word wall, and that one is the theme word wall.
4. Write the words legibly on oak tag or paper, demonstrating appropriate handwriting. The teachers or students write the words in an oak tag or paper in a good handwriting, so other students can understand the handwriting.

5. Advantage and Disadvantage of Using Word Wall Method

- 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 a reading and writing.
 - 3) To make the students practice English for communication and to create using language.
 - 4) To create a variety of word wall game using teacher's own word.

5) The teachers can choose the vocabulary topic or grammar item from a large database of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

b. Disadvantage of using word wall

Learning use word wall method will require a long time and needs a lot of equipments and colors. Imagination and creativity needed to produce good word wall.

C. Previous Studies

In this part, the researcher describes the some previous studies that are relevant to this thesis:

1. The first previous research was conducted by Nanang Suhardi (2008) researched about The Effectiveness of Using Modified Word Search Games to Increase Vocabulary Mastery of The Second Year Students of SMPN 1 Buru Karimun Regency Riau. He concluded that modified word search game was one of the games that could increase students vocabulary mastery.
2. The second previous study was conducted by Nur Aeni Kasim (2010) about Increasing The Students' Vocabulary Mastery By Using Word Wall Media at The Second Year Students of SMPN 26 Makasar. The finding showed that the student progress during teaching vocabulary by using word wall was good. It was supported by the improvement of the result from the pre-test to the post-test.

From the study above, it can be concluded that the word wall media has an effect on improving the students' vocabulary mastery. So, the researcher believe that the word wall media can be regarded as an effective way to improve students' vocabulary mastery. In this study, the researcher tries to do another research related to this topic. The difference from the previous study is in the research design and the point of the variables. The researcher uses different subject than previous studies that is seventh grade students at MTs Aswaja Tunggangri academic year 2016/2017. The researcher wants to find out the significance different scores of the students before and after being taught by using word wall media.