

CHAPTER 1

INTRODUCTION

This chapter contains the background of the study, problem of the study, purpose of the study, the hypothesis, significance of the study, scope and limitation of the study as well as definition of the key terms.

A. Background of the Study

Vocabulary learning is an essential part in foreign language learning as the meaning of new words are very often emphasized, whether in books or in classroom. Vocabulary is the collection of word that an individual knows. So, it is one of the English subjects that should be learned because we are communicating using vocabulary. From the fact, we know that vocabulary is very important in teaching learning English. Remembering new word is hard. Words are slippery things. The students have to fix the meaning of the word in their minds and use the word creatively in context themselves. The students also have a writing vocabulary. These are the words that the students use in letters and in writing they do. Their writing vocabulary is probably some larger than their speaking vocabulary. The students also can use in different word; they are able to memorization a new vocabulary with simple rote.¹

¹Alhaysony Maha, "Vocabulary Discovery Strategy Used by Saudi EFLStudents in an Intensive English Language Learning Context", *Internasional Journal of Lingustict*, 4, 2, (2012), 25-40

It is important that new vocabulary items be presented in context rich enough to provide clues to meaning that students be given multiple exposure to items they should learn. Learning new word is an important part of learning a new language. Vocabulary knowledge is multi-faceted. One's knowledge of a word refers to his knowledge of aural and written forms as well as the word meaning (receptive and productive vocabulary). Receptive and productive vocabulary contributes to one's language performance in different ways. For instance, receptive knowledge of vocabulary refers to listening and understanding a word when someone says the word.

There are many strategies and media that can be taught in teaching vocabulary. Teacher should know which the appropriate strategy and media that will be used in teaching vocabulary to the students based on the condition of the class. Not all media can be used to teach students; it depends on the conditions of the students. The one who knows the condition of the students is the teacher in the class. The teacher must think and create the media in teaching vocabulary as effective as possible. Nayan said that the teacher should do observation in the class to determine the appropriate method for the students, because it determines the success of teaching learning process.²They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the

²Surina Nayan, 2015, "A Preliminary Study on Vocabulary Learning Strategies Used By the Students From The Faculty Of Accountancy", *International Journal Of Language, Literature And Linguistics*, 1, (2015), 76-91.

appropriate techniques, which will be implemented to the students. A good teacher should prepare him self or herself with various and up-to-date media.

There are many media that can be used in teaching vocabulary. One of the media that we can use is Word Walls. A word walls is a collection of high-frequency sight words that are age, classified into groups or categories, and is located on the walls of a classroom for children to easily see and learn, the main purpose of a word walls is to help students build sight word recognition so they can recognize them at a glance. In addition, word walls are also a visual that help students remember connections between words, retain knowledge of the word, and ultimately read them with automatically.³

Many previous studies have been conducted and show that Word Walls can make student more creative and active during the class. For example, Anggriani's study is about Improving Students' Vocabulary Achievement Through Word Walls Strategy. This study use CAR (Class Action Research) and her result of this study is using Word Walls is one of the way that make student learn English vocabulary enjoy, fun, motivating and explorative ways.⁴ This research show that Word Walls media is an effective because the students score increase after getting teaching learning using Word Walls.

³ Janis M. Harmon, "Interactive Word Walls: More Than Just Reading The Writing On The Walls" *Journal Of Adolescent & Adult Literacy*, 52, 5, (2009), 102-119.

⁴Decy Anggriani, 2013 "Improving Students' Vocabulary Achievement Through Word Walls Strategy" *Journal Research*, 50, 4, (2013), 45-66.

Jasmine's study discovered that the teaching with word walls help learners to acquire words more effectively. It is proved that the learners can memorize the word easily, be more motivated and interested to learn vocabulary⁵. The differentis that the present study employs ANCOVA and using quasi experimental research. While, the previous study employ T-test and using true experimental.

Based on explanation above, the researcher interested and want to investigate the effectiveness of Word Walls media to teach vocabulary at the tenth grade students of UPT SMA Negeri 1 Purwoasri. That is why the researcher is conducted a research entitled **“The Effectiveness Of Teaching Vocabulary By Using Word Walls Media At The Tenth Grade Students Of SMA Negeri 1 Purwoasri”**.

B. Statement of the Problem

Based on the background of the study stated above, the researcher formulates the research problem as follow: Is word walls media effective in teaching vocabulary at the tenth grade students of SMA Negeri 1 Purwoasri?

C. Objective of the study

From the problem of the study stated above, the purpose of this study is investigate whether or not word walls media is effective to teach vocabulary at the tenth grade students of SMA Negeri 1 Purwoasri.

⁵Ledale Southerland, 2011. “The Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students”, *International Journal*, 4, 1, (2011), 107-118.

D. The Hypothesis

The hypothesis of this study is formulated as follows. The use of word walls is effective to teach vocabulary at the tenth grade students of SMA Negeri 1 Purwoasri.

E. Significance of the Study

The results of the study are expected to provide not only theoretical significance, but also practical one for the learners, English teacher especially those who have great interest in teaching vocabulary by using word walls and the next researcher.

For the learners, this study can help the non native learners in understanding the usage of English vocabulary. The learners will get the easier study about vocabulary.

To the teacher, teachers have ability to select good strategy to teach vocabulary especially to teach during the teaching and learning process. The teacher can use this media in order to enrich student's vocabulary mastery.

To the next researcher, it is hoped that this research can be used as a reference and useful to the next research and the similar research.

F. Scope and limitation of the Study

This study attempts to describe the effectiveness of teaching vocabulary by using word walls media at the tenth grade students of SMA Negeri 1 Purwosri. This

study focus on investigating the effectiveness of word walls to teach vocabulary.

This study is limited to the tenth grade students of SMP Negeri 1 Purwoasri.

G. Definition of the Key Terms

To read and understand this thesis clearly, the researcher makes the definition on the key term. It is to avoid misunderstanding and misconception for the researcher for the reader. The definition of the key terms are:

1. Vocabulary consists of word power (noun, verb, adverb, and adjective).

Vocabulary is defined as gathering all apprehended word by person or all word which can be possible used by that person to arrange new sentence.

2. Teaching vocabulary is one of the basic elements in achieving all four language skills. Similarly, also states that teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it is of concern to all four language skills

3. A word walls is a systematically organized collection of words displayed in large letters on a walls or other large display place in the classroom. It is a tool designed to promote group learning. A word walls consists of words that young children frequently see when reading and use when writing.⁶

⁶Maria Marshinta. *Improving Students' Achievement on Vocabulary through Word Walls*. Thesis. Medan: State University of Medan, 2010. Accessed on 10 December 2016. From: <http://ImprovingStudents'AchievementonVocabularythroughWordWallsblogspot.com>