

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about the definition of vocabulary, problem in teaching and learning vocabulary, teaching media, word walls, and previous study.

A. Vocabulary

Vocabulary is as important factor in building and mastering English subject such as speaking, reading, writing and listening that can influence student to translate of the word sentences. Vocabulary should be mastered the student in learning language, without mastering the vocabulary they may find a lot of difficulties in mastering language. Because of the reason, the researcher would explain parts of important vocabulary where it can be used as positive contribution.

There are some definitions of vocabulary stated by some linguists in order to know more about the description of what exactly vocabulary is. Hornby states¹ that vocabulary is total number of word which (with rules for combining them) make up language. He also defines that mastering is complete control or knowledge and has learn something well. It means that something to learn here is

¹ Hornby, "*Oxford Advanced Learner's Dictionary of Current English Oxford*" (New York: University Press, 1974), 59.

vocabulary. Whenever the teacher think of mastering vocabulary. The mastery of vocabularies or the words are depending on the experience by listening or reading.

Vocabulary is a set of words known to a person or other entity or that is part of a specific language.² The vocabulary of the person is defined either as the set of all words that are understood or the set of all words likely to be used by that person when constructing new sentences. The more vocabulary make the better of English ability. It means that in teaching English, the vocabulary influence the quality of the learner's English skill. So, the students have improved their vocabulary mastery all the time to reach the fluent learning process and to get the better result of English.

From the explanation above, the writer knows that vocabulary is a crucial part of language learning. Even if the grammar is excellent or perfect we will not be able to communicate our meaning and ideas without wide vocabulary. Because of those reason, students have to master the vocabulary better and better.

B. Problem of Teaching Vocabulary

Many research indicated that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

² <http://en.Wikipedia.Org/Wki/Vocabulary.Com>. (19 Desember 2011). Accessed on 2 April 2017.

According to Thornbury, Teaching words is a crucial aspect in learning a language as languages are based on words.³ It is almost impossible to learn a language without words, even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his or her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

³ S. Thornbury, *How to Teach Vocabulary* (Malaysia: Longman, 2002), 114.

C. Teaching Media

In the teaching learning process, the efficiency and effectiveness are needed to make class interesting and comfortable. Of course, it needs an instrument. It is called media. Literary media means mediator or companion. It is mediator or and instrument to convey something. While the definitively, they are some definition of media as follows. Media is instrument method and technique that used to make communication and interaction between teacher and student more effective in teaching learning process at the school.⁴

Associating of Educational and Communication Technology (AECT) in America State, media is all the form and channel that people used to give message or information. While National Education Association (NEA) state media are the communication forms that printed or audio visual and their instrument. In this statement, media means something that can be seen, heard, read and manipulate.⁵

From the statement above we can take conclusions media something that used to contribute a message from the sender to the receiver to stimulate cognitive, feeling, attention, and student wish in order to motivate learner process.

Media also make use of the power pictures, words, and sounds to compel attention, to help on audience understand ideal and acquire information for verbal explanation alone and to help overcome the limitations of time, size and space.

⁴ Omar hamalik, *Media Pendidikan* (bandung: PT. Citra Aditya, 1989), 12.

⁵ Dr. Arief S. Sadiman, M.Sc, *Media Pendidikan* (Jakarta: PT. Raja Grafindo Persada: 1986), 6.

Teaching media are any instruments which are used to make the communication effective, so that teaching objective can be achieved totally. An interesting situation of learning a foreign language, in this case by using teaching media, will influence student's motivation to study that foreign language, for example by using picture files, maps, photograph, and real things. If these teaching media are prepared accurately and set up carefully, the teaching learning activities will run well, because the teaching media hopefully can motivate the students to study English.

D. Word Walls

This section discusses about the definition of word walls, the advantages of word walls, and the rules of word walls.

1. Definition of Word Walls

Each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall activities engage students while they learn key vocabulary, whether it be learning to explain a word, to compare it to other key concepts, or to spell it.

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

A word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of activities.⁶

According to Greis⁷, Interactive word walls 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 helps students decode meaning in text. Additionally, when students use the word walls they become more conscious of words and definitions. This supports content comprehension. It also helps students become aware of vocabulary in the world around them.

⁶ Gains and Stuart, "Working With Words. A Guide to Teaching and Learning Vocabulary" *New York : Cambridge University Press*, 1986), 77-86.

⁷ Grimes, "Connecting adolescents with text: Word Walls to Boost Content Comprehension" *The Virginia English Bulletin*, 59, 1, (2009), 39-43

2. The Advantages of Word Walls

Word walls is one of media which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher.

There are some advantages of word walls as follow:⁸

- a. Support the teaching of key words and subject-specific terminology.
- b. Promote independence in reading and writing by building vocabulary.
- c. Provide visual clues and reference for language learners.
- d. Help students remember connections between words and concepts

Building a word walls can be easily integrated into daily activities. Key words and terminologies that relate to the lesson or unit of study can be added gradually as they are introduced. A word walls should be organized in a way that is useful to students with additions reflecting the skills or concepts being taught. Often, word walls are organized alphabetically, with words printed on card stock, and taped or pinned to the walls/board. Teachers are encouraged to be creative is designing a word walls so that it engages the students and enhances their learning.

⁸ Jackson, "Interactive, conceptual word walls: transforming content vocabulary instruction one word at a time" *International Researcher in Education*. 2, 1, (2014), 328-344.

Based on Jannifer Cronsberry⁹, there are some additional benefits of word walls:

- a. While some students are stronger visual learners and others auditory learners, they are all still affected by what they see. So essentially, word walls benefit all types of learners.
- b. Word walls work for any grade! As students move up, word walls can take on new forms and purposes.
- c. Instead of guessing how a word is spelled, students can look for it on the wall. Hopefully, over time they will remember how to spell the word on their own.
- d. You can add new information and content to them as you go.
- e. Word walls can be used for various subjects. For instance, word walls in math class can provide visual cues and graphic representations of content, and for science, they can help students make connections between concepts.

3. The Rules of Word Walls

A word wall is a display of words on the wall or bulletin board of classroom that is used as a visual reminder of material that is being learned¹⁰. The implementing of word walls to vocabulary mastery are:

⁹ Jennifer Cronsberry, "Word Walls A Support for Literacy in Classrooms", *Curriculum org.* 5-6 Online. 2011 Accessed from <https://www.google.com/search?&q=wordwallsbyjenifer> on 10 March 2017

¹⁰ Jackson, "Interactive, conceptual word walls: transforming content vocabulary instruction one word at a time" *international researcher in Education*, 2 , 1, (2014), 328-344.

- a. Teacher gives a text and ask the students to read it
- b. The teacher gives instructions to the students that they have to prepare blank paper, and they write the difficult words in the blank paper it is about five words.
- c. While the students read the text, the teacher asks the students to remember the meaning of every word
- d. Students write the difficult word in the blank paper.
- e. Teacher asks the students put the paper in the walls. If each student have the same word they should put it on theone place
- f. Teacher and students discussion the meaning of every word in the walls
- g. Teacher asks the students to memorize the word
- h. Giving the exercise using text and ask the students give meaning of every word.
- i. Teachers checks the result

E. Previous Study

Some students of university had conducted the similar research about teaching vocabulary by using word walls. First, Ledale had conducted a research focusing to investigating “the effects of using interactive word walls to teach vocabulary to middle school students”. The purpose of this study was to examine the effectiveness of using an interactive word walls as the tool to combine five effective, research-based teaching strategies with social

interaction to teach vocabulary to middle school students in Northeast Florida. In this study, 124 middle school students were participated. The control group consisted of 67 eighth grade English students, and the intervention group was comprised of 57 seventh grade English students. The intervention was for a period of four weeks and included specific activities that embraced effective teaching strategies plus social interaction. The result of the research that the interactive word wall intervention was successful in teaching vocabulary to middle school students. Perhaps the influence of this research will be strong enough to cause interactive word walls to become a regular part of vocabulary instruction in the middle school classroom.¹¹ The differences that the present study is teaching vocabulary by using word walls for tenth grade. While, the previous study teaching vocabulary by using word walls for middle school.

Another previous study was conducted by Decy Anggraini. This study aims at finding out whether the application of Word Walls strategy significantly improves the students' vocabulary achievement. This study was conducted by using classroom action research. The subject of the research was VII-5 class SMP Negeri 1 Pagar Merbau which consisted of 25 students. The research was conducted in two cycles and each cycle consisted of three meetings. The result showed that there is improvement of the students' scores from the first test. Based on the diary notes, observation sheet, and questionnaire, it was found that

¹¹ Ledale Southerland, "The Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students" *International Journal*, 4, 1, (2011) 107-118.

the teaching learning activities ran well. Students were active and enthusiastic during the teaching learning process in the second cycle than the first one. The result of the researcher showed that the use of word walls strategy significantly improved students' vocabulary¹². The differences that the present study is to know the effective teaching vocabulary by using word walls and the subject of the research was tenth grade which consisted of 30 students. While, the previous study is to improve the students' vocabulary achievement, and the subject of the research was VII-5 class SMP Negeri 1 Pagar Merbau which consisted of 25 students

The next previous study was conducted by Erinn L. Henrichs. This qualitative study is designed to address interactive word walls and their effects on student learning and student perceptions of vocabulary. The participants of this study included 16 third grade students enrolled in a bilingual suburban Central Texas elementary school. This study used periodic open-ended question surveys, student interviews, and a collection of classroom artifacts to ascertain the student perspectives regarding interactive math and science word walls. This study revealed that both the math and science word walls were effective in content comprehension support and vocabulary comprehension support. The results found that interactive word walls support effective comprehensive

¹² Decy Anggriani, "Improving Students' Vocabulary Achievement Through Word Walls Strategy" *Journal Research*, 50 (2013) 45-66.

vocabulary programs¹³. The differences that the present study was teaching vocabulary for senior high school. While, the previous study teaching vocabulary for elementary school.

¹³ Erinn L. Henrichs, 2011. *“Interactive Word Walls and Student Perceptions of Vocabulary”* San Marcos Texas: University San Marcos.