

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, objectives of the study, hypothesis, significant of the study, scope and limitation of the study, and definition key term.

A. Background of the Study

In the era of globalization which is developing now, language is the priority for the progress of our nation, Indonesia. Language is one of the tools in communication. It can express a thought of heart and feeling. Therefore, language is very important to interact with other people. There are several kinds of languages in the world. One of them is English.

English is the international language. In Indonesia, English becomes a foreign language where it is very essential for the nation's generations. Therefore, English was introduced early on in Indonesia. So that English is a subject for every school. The aim is to make the successor generation of this nation can develop in accordance with the era globalization.

In learning English there are four skills including speaking, reading, listening, and writing. Of the four skills, vocabulary mastery is needed to be able to understand the meaning and function of each skill, as one of the components in learning English. Vocabulary is the basic key for a language which will always be used to respond or explain the purpose of what we want to convey. Furthermore, the vocabulary in learning English is necessary to be introduced early on. There

are many interesting methods that can be applied to teach vocabulary mastery in English. For example, the effectiveness of teaching mastery vocabulary using images, games, songs, music, and cards.

Based on Richards and Renandya, said that vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya,2002). According to Chamdani and Susiani, quoted by the journal Eka Fitri, that vocabulary in English is the most important element in mastering language, but sometimes unconsciously the teachers have ignored vocabulary mastery activities in learning (Eka Fitri & Putri Zulmi 2017). While according to Richas, that vocabulary is one of the most obvious components of language and one of the most first things applied linguistics turned their attention to. It can be concluded that we must be able to introduce English vocabulary early on. However, it will help them to speak English when interacting with the community and the environment. Therefore, when they have difficulty understanding the meaning of English, they can memorize the vocabulary that was first learned. So they will easily understand the meaning of the English language. In 2013 curriculum English language very important and very need to current generation.

The current 2013 curriculum must be implemented in all schools this year. In this 2013 curriculum, teachers are only as facilitators for their students. So students are required to be more active in school activities. The purpose of this 2013 curriculum is the students are required to be more active, innovative, fast responsive in thinking. In addition, students are also required to be more confident

in their own abilities. One of them is in the process of implementing English learning. There are many difficulties in achieving basic competence in MTs. Ma'arif Bakung Blitar. This is due to lack of students' vocabulary mastery in English. So that the basic competency process will not be structurally conducive.

We as teachers want to increase students' motivation in learning English, especially for young students who do not have much vocabulary in English. So the teachers must prepare good strategies for their students. If the results of the strategies and media that have been given are good and can motivate the students, it will be highly motivated to learn. So that the students will enjoy in learning vocabulary mastery without having a sense of boredom. One of the strategy that can them to improve their vocabulary mastery is the word wall. According to Cransberry word wall is a group of words displayed on a wall, bulletin board, blackboard, or blackboud in class (Jennifer Cransberry, 2004:3). So by using this word wall strategy students will focus more on the words on the wall. The advantages of this word wall strategy is one of them to improve English vocabulary without having to always depend on the use of a dictionary.

Some previous studies have been conducted and show Word Wall can make students more enjoy and active during learn English. One of Aggraini's study is about Improving Students' Vocabulary Achievement Though Word Wall Strategy. Her result of this study is using Word Walls is the students looked active during learn English in the class without looking bored and applied the technique very well (Decy Anggraini, 2013). Other than that research from Maria Marshinta Aritonang (2010) academic year student of State University of Medan had done a

research by using word walls in vocabulary. The results of this study is using Word Wall is effective and interesting when using word wall strategy to improve in the class, one of way make student more focus during learn English in the class (Rahmad Syam, 2015). It means this Word Wall Strategy can make students more interested to learn English well. The strategy was very useful to help the students to improve their vocabulary which was lack of stocks of English words.

In this study, the researcher assesses student perceptions on of word wall in learning vocabulary. The goal of this research is to discover current students' attitudes regarding word wall in learning vocabulary.

Based on the description in the background of the study, the researcher interested to conduct the research about “**Junior High School Students' Perception toward the Use of Word Wall in Learning Vocabulary**”.

B. Problem of the Study

Based on the background study above, the researcher questions are formulated as follows:

1. What are junior high school students' perception toward the use of word wall to learn vocabulary?
2. What are the problems faced by the students in using of word wall?
3. How do the students solve the problem of the use of word wall in learning vocabulary?

C. Objective of the Study

Based on the statement of the problem above, the objectives of the study as follows:

1. To identify and describe perception toward the use of word wall in learning vocabulary.
2. To know students' problem faced by the students of the use of word wall in learning vocabulary.
3. To know the way students solve their problem of the use of word wall in learning vocabulary.

D. Significance of the Study

This study is expected to give the contribution for the student, teacher, researcher.

1. For the student

The use of word wall strategy helps teacher to improve student's vocabulary mastery. The students will be motivated in learning English by using word wall, and the students will be able to memorize the vocabulary more easily. Beside that, it will help them to disappear their bored in learning English.

2. For the English teacher

The use of word wall strategy helps teacher to improve student's vocabulary mastery more easily. Word wall strategy can also make classroom situation and condition more interesting.

3. For the researcher

This research is hope to be able to improve the knowledge about teaching vocabulary. The finding of the research are expected to be useful for giving informations for them to the further research on different aspects in the same field of study.

E. Scope and Limitation of the study

This study focuses on investigating the junior high school students' perception toward the use of word wall in learning vocabulary. The researcher used questionnaire to find the data. This study is limited to eighth grade students of MTs. Ma'arif Bakung and to investigate students' problem on the use word wall in class.

F. Definition of the Key Term

The definition of key terms is needed to avoid misunderstanding. The key terms of this research are:

1. Students' perception

Students' perception is students' experience about an object of an event or relationship obtained using information.

2. Word Wall

Word wall is a collection of words displayed somewhere in the classroom that can be vocabulary significant to the study. In order that word wall make student fun, enjoy, and not bored while they lesson in the class.

3. Vocabulary

Vocabulary is one of the main keys in language to make well communication with others (Sri Wahyuni, 2014). It means that vocabulary is an important thing for young English learners to understand language when communication.