

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter presents the literature reviews of this research consisting of perception, students' perception, English vocabulary, the important vocabulary, types of vocabulary, word wall, advantages and disadvantages using of word wall. How to teach vocabulary through word wall.

#### **A. Definition of Perception**

Perception generally consists of an observation on certain situation on environment. It can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and capitivity for comprehension. This general definition can be understood as someone's ability to see, to hear, to feel and to present or to understand what they fell about their environment their social life physically, and mentally, the following are some definition of perception.

Perception is the detection and interpretation of stimulus which is caught by students' experienced. The result of their perceptions can be varying even though they experience the same event, "This would indicate that they are different in they ways of individual brains work. It also suggests that people respond differently to the same stimuli" (Satiadarma, 2011).

Perception is someone's thought on something they learn to measure how their attitude using something, whether they agree or not about the method or something they have learn (Hong, 2003). Students have their own opinion toward

something they get from teaching learning process and how they reach toward it. Students' perception are students' point of view toward something happened in the learning process. The result suggests teachers to improve the learning process (Shidu, 2003).

According to Sugihartono says that perception is the ability of the senses to translate stimulus or the process to translate stimulus into human sense. In human perception, there is a difference in sensing something that is good or positive perception and negative perception that will affect to human action (Arifin, Fuady & Kuswarno, 2017).

From the definition above, the researcher also mentioned that perception is a process where one will form an impression about someone or something. Based on the definition, perception is constructed as a result of individual observation toward certain things or events occur around them which will produce certain observation toward certain things or events occur around them which will produce certain perception.

The perception of students is very important because this also means for teachers to evaluate after knowing the result of students perceptions. As state by Chen, the students' perception is really important for evaluating the teaching effectiveness (Chen & Hoshower, 2003). After knowing the perception of students, teacher can change what is not liked by students and can improve what has been liked by students. Therefore, students' perception is very important, especially for teacher. Important account to measure the learning outcome.

## **B. Types of Perception**

According to Irwanto, after the individual interacts with object that are perceived, the result of perception can be divide into two namely:

### **1. Positive Perception**

Perception that describe all knowledge (know whether or not you know or not) and the responses that are continued with efforts to use it.

### **2. Negative Perception**

Perception that describes all knowledge (whether or not he knows it) and responses that are not consistent with the object being perceived.

It can be said that the perception is either positive or the negative will always affect someone in doing an act. And the emergence of a positive perception or negative perception all of it depends on how the individual is described all his knowledge about an object that is perceived (Irwanto, 2002).

## **C. Word Wall**

This section discusses about the definition of word wall, the advantages and disadvantages, the rules of word wall, and previous study.

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 students 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 to explain a word, to compare it to other key concepts, or to spell it.

According to Cransberry word wall is a group of words displayed on a wall, bulletin board, blackboard, or blackboard in class (Jennifer Cransberry, 2004:3). The word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading. According to Gremis, 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 word and definitions. This supports content comprehension. It also helps students become aware of vocabulary in the world around them (Grimes, 2009: 39-43).

Regarding to the definition above, word wall is systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display.

#### **D. The Advantages of Word Walls**

Word wall is one of media which can be used improve vocabulary student and learning process. It also can helps the students to understand the meaning of word that will be given by the teacher when the learning process. There are some advantages of word wall as follow: (Jackson: 2014)

1. Build vocabulary, thereby improving reading comprehension.
2. Provide visual clues and reference for language learners.

3. Help students improve spelling and pronunciation.
4. Help students remember connections between words and concepts.
5. Encourage increased student independence when reading and writing.
6. The process of learning will be attractive and enjoyable because students involve in games activity.

#### **E. 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 learned (Jackson, 2014: 328). The implementing of word walls to vocabulary mastery are: (Jackson: 2014)

1. Teacher gives a text and ask the students to read it
2. The teacher gives instruction 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.
3. While the students read the text, the teacher asks the students to remember the meaning of every word
4. Students write the difficult word in the blank paper.
5. Teacher asks the students put the paper in the walls. If each student have the same word they should put it on the one place.
6. Teacher and students discussion the meaning of every word in the walls
7. Teacher asks the students to memorize the word
8. Giving the exercise using text and ask the students give meaning of every word.

9. Teachers checks the result.

## **F. English Vocabulary**

Cameron state that vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Mofaroh Alqahtani, 2015). It means vocabulary is as important factor in building and mastering English subject such as speaking, reading, writing, and listening that can influence students to translate of the word sentences. The students should be vocabulary mastered in learning language, without mastering the vocabulary they will may find a lot of difficulties in mastering language. Because of the reason, the researcher should explain parts of important vocabulary where it can be used as positive contribution.

There are some definition of vocabulary stated by some linguists in order to know more about the description of what exactly vocabulary is. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). According to National state that vocabulary is very essential for success to comprehend the language well speak better, or composed a good writing; it is expected that learners have to increase their vocabulary (National: 1990:22). Meanwhile, Graves states, "Vocabulary knowledge is vital to success in reading, speaking, writing and listening. In school and in word outside the school. Vocabulary consists of those words that students use in daily speaking" (Michael F Graves: 2008: Hiebert and Michael stated that "Vocabulary is not only for expressing the meaning and making it understandable, but also for understanding the meaning uttered by other people. Vocabulary is as the

knowledge of meaning of word” (Elfrieda H. Hiebert and Michael L. Kamil: 2005: 7)

Based on definition of vocabulary above, that vocabulary is a group of words that all humans know and use to speak in interaction with the other people. Thus, without vocabulary the people cannot do an interaction in oral language and so difficult to understand each other. Therefore, each people should have to obtain vocabulary mastery, especially the students. There are two factors which influences the students vocabulary. They are intrinsic and extrinsic factor, intrinsic factor means that factor which come from inside of the students such as: motivation, interest, patience, etc. While extrinsic factor which come from students that effect their learning process such as: economic background, learning material, teacher’s performance including their teaching method.

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.

## **G. Types of Vocabulary**

### **1. Reading vocabulary**

A literate person’s vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

## 2. Listening vocabulary

A person's listening vocabulary is all the words he can recognize when listening to speech. People may still understand words they are not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

## 3. Speaking vocabulary

A person's speaking vocabulary all the words he or she in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse though slight and unintentional may be composated by facial expressions, tone of voice.

## 4. Writing vocabulary

Words are uses in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Researcher generally use a limited set of words when communicating. (Asri, 2012: thesis).

## **H. Previous Study**

Some students of university had conducted the similar research about teaching vocabulary by using word walls. First, had 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 Meerbabu which consisted of 25 students.

The second, previous study was conducted by Erinn L. Henrichs. This qualitative study is designed to ad dress 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 providic open-cended question surveys, students 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 third, provious study was conducted Ummil Khair. The quantitative study is designed to address the influence of using word wall on the students vocabulary mastery at the second semester of the eighth grade of SMP Dwi Pangga Bandar Lamping. The reseach methodology of this research was quasy experimental design.