

CHAPTER I

INTRODUCTION

This chapter discussed of background of the study, problem of the study, objective of the study, significance of the study, definition of the key term, hypothesis of the study, variables of the study, scope and limitation of the study and frame of the discussion.

A. Background of the Study

According to Wehmeir, Vocabulary was a necessary in addition to grammar and pronunciation, then vocabulary was one of language elements considered necessary for language mastery that was defined vocabulary as “all the words in a particular language”.¹ It meant vocabulary was one of component that important to mastery it. According to book “*Develop Your Vocabulary Grammar and Idiom*” by Yusran Pora, mastery of vocabulary was a necessary for anyone who wanted to understand on reading, speaking or writing.² Mastery of vocabulary was needed by each language skill. In reading, for instance, the students got difficulties in comprehending the text if they did not know the words in the text. Similarly in speaking and writing, they will have the same problem if they have only few vocabularies. In addition to understand English words and their meaning, one must to know

¹ Bambang Yudi Cahyono, *The Teaching of EFL Vocabulary in the Indonesian Context: the State of the Art*, TEFLIN journal, 2008, Vol. 19, No. 1, p. 1.

² Yusran Pora, *Develop Your Vocabulary Grammar and Idiom*, Pustaka Belajar, 2007, p. vii.

how the words work together in English sentence.³ It concluded that in teaching vocabulary was not only to give the meaning of the word but teach how the word works in sentence, because there were many words that have multiple meanings. Vocabulary was defined as the vocabulary in a variety of forms that include: the words with or without affixes, and each with its own meaning.⁴

Vocabulary influenced the successful of learning language, especially English as a foreign language. Besides, vocabulary also influences the used of English maximally in using the structure and function of English itself, because vocabulary can improve the basic skills in English, such as speaking, writing, reading and listening. According to Vygotsky “A word was a microcosm of human consciousness.”⁵ It meant all languages have words and vocabulary had relationship with words.

However, notable research reports were Nurweni in Bambang Yudi Cahyono study of Indonesian students’ EFL vocabulary. Nurweni sought to found out whether secondary school graduates knew the 2000 most frequent words and the 808 academic words as the target words. Nurweni indicated that on average, the 324 subjects knew 987 of the 2000 most frequent

³ Virginia French Allen, *Techniques in Teaching Vocabulary*, Oxford: Oxford University Press, 1983, p. 2.

⁴ M. Soenardi Djiwandono, *Tes Bahasa Pegangan bagi Pengajar Bahasa*, Jakarta: PT Indeks, 2011, p. 126.

⁵ Scott Thornbury, *How to Teach Vocabulary*, England: Longman Pearson Education Limited, 2002, p. 1.

words, and 239 of the 808 university words, making up 1226 words in total.⁶

After the writer interviewed students in MTs Darul Amin there were some problems, students feel bored and less motivated in learning English. Students thought that English was difficult to be learned and hard to memorize vocabulary. Other factor, the teacher created a tense condition so that the students became fearful. The students difficult to understand in learning activity because the students tend to be passive.⁷ After the writer interviewed the teacher, the teacher said that the technique used in teaching English, especially teaching vocabulary was monotonous and less innovation.⁸

Interesting techniques was used to make students easy to accept learning and used interesting technique involved the students to become more active. There were many of language teaching techniques that can be selected for teaching vocabulary; some of teacher used games such as stick figures, puzzles card games, wall cards and pictures.⁹

Word wall technique was alternative way on students' vocabulary mastery in MTs Darul Amin Palangka Raya. This technique had not been used before in this school.

⁶ Bambang Yudi Cahyono, *the Teaching of EFL Vocabulary in the Indonesian Context*, p. 9.

⁷ Observation on August, 20th 2015

⁸ Observation on 12 December 2014

⁹ Neaty Muttahidah, "*Improving Students' Vocabulary through Vocabulary Card*", UIN Syarif Hidayatullah Jakarta, Degree of S.Pd, 2011, p. 3.

According to Allen, Word wall was composed of early literacy tool typically organized in alphabetical order roommates collection of words were displayed in large letters on a wall visible, bulletin boards, or other surface displayed in a classroom.¹⁰ It meant the technique direct students' attention to the words on the wall during lessons, in this way the students saw the progress in developing their reviewed of vocabulary and have a reference point when working on other vocabulary building activities. Other definition of word wall, according to Galih, word wall was designed to be an interactive tool for students or other to use and contains an array of words that can be used during writing or reading.¹¹ Then, according to Allen, word walls could work in a variety of ways to support reading, writing and talk in classrooms.¹²

Based on the explanation above, the title conducted in the study was: **THE EFFECT OF WORD WALL TECHNIQUE ON VOCABULARY MASTERY AT EIGHT GRADERS OF MTs DARUL AMIN PALANGKA RAYA.**

B. Problem of the Study

Is there any effect of using word wall technique toward students' vocabulary mastery at eight graders of MTs Darul Amin Palangka Raya?

¹⁰ Janet Allen, *Inside Word: Tools for Teaching Academic Vocabulary Grades 4-12*, Stenhouse Publishers, 2007. p. 119.

¹¹ Galih Ariffansyah, "Teaching Vocabulary; Interactive Word Wall Strategy", Let's Study English, 31 May 2013.

¹² Janet Allen, *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*, p. 120.

C. Objective of the Study

To measure the effect of using word wall technique toward students' vocabulary mastery at eight graders of MTs Darul Amin Palangka Raya.

D. Significance of the Study

The study had two significances; they were theoretical and practical significance. Theoretically, the result of this study aimed to measure the effect of using word wall technique toward students' vocabulary mastery at eight graders of MTs Darul Amin.

Practically, the results of this study gave contribution to the teacher about the effect of word wall to students in increasing their vocabulary. The study purposed to help the students to solve their vocabulary acquisition. Furthermore, the result of this study was probably gave support to the teacher and students in developing the mastery of English vocabulary.

E. Assumption of the Study

There were two assumptions in this study, they were:

1. Word Wall can be applied as technique in teaching Vocabulary.
2. Word wall gave an effect toward students' score in learning vocabulary.

F. Definition of the Key Term

1. Effect was result or consequence of an action.
2. Technique was one way or tool used by teachers in presented the learning when teaching materials that were easy to understand and draw the attention of their students.

3. Vocabulary was a word that had meaning and was used to convey a language so that when the word arranged such that formed the wording in accordance with the grammar.
4. Quasi experimental design was a study which aimed at examining where there was or not the relation of cause and effect between the intentional treatment and the effect after giving the treatment.¹³
5. Word wall was an interactive tool that can be used in learning. Word wall in the form of vocabulary in writing or in print in the form of large for easy viewing and prepared based on the composition of the alphabet and then attached to the wall that allowed the students to be able to see it. Words written in the word wall can be a noun, verb, part of speech.

G. Hypothesis of the study

The hypothesis divided into two categories, alternative hypothesis and null hypothesis.

1. Alternative hypothesis (Ha)

There was effect of word wall technique on vocabulary mastery at eight graders of MTs Darul Amin Palangka Raya.

2. Null hypothesis (Ho)

There was no effect of word wall technique on vocabulary mastery at eight graders of MTs Darul Amin Palangka Raya.

¹³ Daniel Mujs, *Doing Quantitative Research in Education*, London: Sage Publication, 2004, p. 26.

H. Variables of the Study

Variable was any factor, condition, situation, treatment and all the actions that can be used to influence the experimental results.¹⁴ A great deal of research was carried out in order to identify or test the strength of relationship. There were two variables in this study; independent variable and dependent variable. Free variable or independent variable which variables to be manipulated or researcher who performed the treatment of the phenomenon to be observe, and dependent variable which variables that received treatment. Dependent variable was changed conditions or characteristic, which appears or does not appear when researchers introduce, change, and replace the independent variable.

1. Independent variable: Independent variable of this study was word wall as a technique in teaching vocabulary (X).
2. Dependent variable: Dependent variable of this study was the students' vocabulary score who involve in this study (Y).

I. Scope and Limitation of the Study

The scope of this study was to describe the effect of word wall technique on vocabulary mastery, in particular of eight graders of MTs Darul Amin Palangka Raya. The writer taught word wall to the students on junior high school. The students on junior high school still want to play and have fun in learning activity because they were just a children. So, it meant the writer created a positive vocabulary learning using word wall. Word

¹⁴ Wina Sanjaya, *Penelitian Pendidikan: jenis, metode dan prosedur*, Kencana, 2013, P. 95

will one of alternative way in learning vocabulary because students played game, active and have fun through a colorful and creative learning. This research focused on vocabulary in reading skill based on the *School Based Curriculum* (KTSP) that was used at eight grade students in MTs Darul Amin Palangka Raya. On the other hand, the limitation of the study was noun about concrete noun and adjective about descriptive adjective.

J. Framework of the Discussion

The framework of the discussion of this study as follows:

1. Chapter I: Introduction consisted of the Background of the study, Problem of the study, Objective of the study, Significance of the study, Assumption of the Study, Definition of the key term, Hypothesis of the study, Variable of the study, Scope and limitation of the study, and Framework of the discussion.
2. Chapter II: Review of Word Wall Technique on Vocabulary consisted Previous of the study, Vocabulary, Word wall technique, Teaching vocabulary using word wall technique, and Quasi experimental study.
3. Chapter III: Research method consisted of Research design, Population and Sample, Research instrument of the study, Instrument try out, Instrument validity, Instrument reliability, Data collection procedures, Technique of processing data, and Data analysis procedures.
4. Chapter IV: Result of the Study consisted of Description of the Data, Result of Data Analysis and Discussion.
5. Chapter V: Closure consisted of the Conclusion and Suggestion.