

## **CHAPTER II**

### **REVIEW OF WORD WALL TECHNIQUE ON VOCABULARY MASTERY**

This chapter discussed of Previous of the study, Vocabulary, Word Wall Technique, Teaching vocabulary using word wall technique, and quasi experimental design.

#### **A. Previous of the Study**

In this chapter, some literatures related to study were reviewed as means to clarify the present study. There were some previous studies with similar topic to the study.

Decy Anggriani studied about improving students' vocabulary achievement through word walls strategy. 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 the improvement of the students' scores from the first test in orientation test to the third test in cycle-II test. In the first in orientation test, the mean was 48.48, in the second test in cycle-I test, the mean was 63.68 and the third test in cycle-II, it was improved to be 79.04. Based on the diary notes, observation sheet, and questionnaire, it was found that 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 research showed that the use of word walls strategy significantly improved students' vocabulary.<sup>15</sup>

Other research from Dewa Ayu Oka Trisnawati, at all, studied about the effect of visual word wall education methods and the project assessment on English vocabulary ability of the elementary students. In this research study aims at investigating the effect of visual word wall education methods and the project assessment on English vocabulary ability of the elementary students: 169 students in fifth cluster Gianyar district were randomly selected as the sample of this research. The data were gathered using objective tests. The data were analyzed by two-way analysis of variance. The result of the analysis shows that: 1). The English vocabulary abilities of the students follow who model of visual word wall was higher than the students who follow conventional models. 2). The students vocabulary follow the project's ability who assessment was higher than students follow conventional who assessment. 3). There was an influence between the teaching methods and assessment on the English vocabulary abilities. 4). Attended who project for students assessment, the English vocabulary abilities of the students who visual attended word wall models was higher than the students who Attended conventional models. 5). For students attended conventional who assessment, the English vocabulary abilities of students attended who model of visual word wall was lower than the students who attended conventional models. 6). Attended who for

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<sup>15</sup>Decy Anggriani, *Improving Students' Vocabulary Achievement Through Word Walls Strategy*, Medan, January 2013, p. 1.

student visual word wall, there was a difference in the English vocabulary abilities between students attended who assessment project with the students attended conventional who assessment. 7). For students who attended conventional teaching models, there was no difference in the English vocabulary abilities between students attended who assessment project with the students attended conventional who assessment.<sup>16</sup>

Other research was LeDale Southerland untitled the effect of using interactive word walls to teach vocabulary to middle school. In this research teaching vocabulary to middle school students requires that educators find the most effective means of instruction to achieve this goal. The purpose of this study was to examine the effectiveness of using an interactive word wall as the tool combine five effective, research based teaching strategies with social interaction to teach vocabulary to middle school students. In this study, 124 middle students participated. The control group consisted of 67 eighth grade English students, and the intervention group was comprised of 57 seventh grade English students. The interventions were for a period of four weeks and include specific activities that embraced effective teaching strategies and social interaction. The assessment included a pre-assessment, four weekly assessments, and the four weekly assessments were taken from each group's newly assigned words for their respective grade level. The words for the delayed assessment were randomly selected from the lists of

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<sup>16</sup> Dewa Ayu Oka Trisnawati, dkk, "*The Effect Visual Word Wall Education Methods and The Project Assessment on English Vocabulary Ability at Fifth Grade Students of Gugus I Kecamatan Gianyar*", E-Journal Universitas Pendidikan Ganesha, Volume 3, 2013, p. 2.

words that each group used during the intervention phase of the study. Each assessment used the same format and contained a definition and sentence portion. A discriminated analysis was conducted on the data from the study. Overall, the definition portion of the assessments offered a greater weight to the discriminated function than did the sentence portion. Also, the mean scores between the two groups began to narrow as the intervention continued. On the delayed assessment, the intervention group performed almost as well as the control group, which was an unexpected result. Given the improved overall scores on the weekly assessment, indications are that the word wall intervention yielded success in teaching vocabulary to middle school students.<sup>17</sup>

The differences of this study and study above were; this study focused on vocabulary mastery, the study above focused on vocabulary achievement. Then, the differences of this study and study above were; this study was conducted by using quasi experimental, the study above was conducted by using classroom action research. The similarities of this study to the previous study were; we used vocabulary as the measured things in our thesis.

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<sup>17</sup>LeDale Southerland, *The Effect of Using Interactive Word Wall to Teach Vocabulary to Middle School students*, University of Florida (UNF) Theses and Dissertation paper 390, 2011.

## B. Vocabulary

### 1. Definition of Vocabulary

According to M. Soenardi Djiwandono vocabulary is defined as the vocabulary in a variety of forms that include: the words with or without affixes and each its own meaning.<sup>18</sup> It means vocabulary about word and word meaning, for example we learn vocabulary about happy and unhappy. Happy was adjective and unhappy was adjective, but the different unhappy was antonym from happy.

According to Rivers in Nunan, the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, it unable to use the structure and functions, we may have learned for comprehensible communication, also in contrast with the development of other aspects of second language.<sup>19</sup>

According to book “*Develop Your Vocabulary Grammar and Idiom*” by Yusran Pora, mastery of vocabulary is a necessary for anyone who wants to understand in reading, speaking or writing.<sup>20</sup>

Vocabulary is one of language component which have to be mastered by students in learning new language, students should have an adequate vocabulary to improve the four language skill. In listening, by

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<sup>18</sup> M. Soenardi Djiwandono, *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*, Indeks, 2011, p. 126.

<sup>19</sup> David Nunan, *Language Teaching Methodology*, Newyork: Prentice Hall, 1991, p. 117.

<sup>20</sup> Yusran Pora, *Develop Your Vocabulary Grammar and Idiom*, Pustaka Belajar, 2007, p. vii.

having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skill, they can cover all the words that, they use in oral communication. In reading skill, they can understand all the words in written materials. And writing skill, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skill while listening and reading involve receiving the message that belong to receptive skill.<sup>21</sup> When the students do not know the vocabulary, they find some difficulties in learning and understanding the foreign language. When the students do not know the way to increase their vocabulary, they lost their interest in learning foreign language, because they cannot understand the foreign language words. So, vocabulary is very important in learning foreign language.<sup>22</sup>

From the explanation above, it concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language.

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<sup>21</sup> Arnold, *Introduction to Applied Linguistics*, New York: Oxford University Press, 2002, p. 40-41.

<sup>22</sup> Jack C. Richards and T.S. Rogers, *Approaches and Method in Language Teaching*, Cambridge: University Press, 1986, p. 32.

## 2. The Kinds of Vocabulary

There are some opinions about kinds of vocabulary; Evelyn stated kinds of vocabulary were receptive vocabulary and productive vocabulary.<sup>23</sup>

Receptive vocabulary is the students recognize and understand when they occur in context but which cannot produce correctly. It refers to the words which the students know when they listen and read or the words they know when the students receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonym and antonym, another way was looking in the dictionary. Receptive vocabulary is the process of learning vocabulary through listening and reading, while productive vocabulary is the process of learning vocabulary not only through listening and reading but also through speaking and writing.

Another opinion by Scott Thornbury, Thornbury stated that there are six kinds of vocabulary<sup>24</sup>, they were: Word Classes, Word Families, Word Formation, Multi-Words Units, Collocations, and Word Meaning. Word classes or part of speech, they are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.

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<sup>23</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (United Kingdom: Cambridge University Press, 1995, p. 370.

<sup>24</sup> Scott Thornbury, *How to Teach Vocabulary*, England: Longman Pearson Education Limited, 2002, p. 1.

## 1) Nouns

Nouns are the names of person, thing or place.<sup>25</sup> Noun can be the subject of the sentence, object of the verb and object of preposition.

The examples of nouns are Adam, door, Indonesia. Based on its form nouns can divided into Concrete noun and Abstract noun.

### - Concrete Noun

Concrete noun is a noun that is tangible. The intangibles noun can be seen by the eyes and can also be touched by hands. Clearly, the word uses to name an object or something that becomes the object.

<sup>26</sup> Example: Bread, My parent, food, iron, girl, cat, book and window. Concrete noun is divided into 4 groups, namely Proper Noun, Common Noun, Collective Noun, and Material Noun.

## 2) Adjective

Adjective is a word description such objects in color, size, or quality, of the objects which its describes thus becomes clear.

There are five types of adjective which grammarians had thought it worthwhile to identify separately: Descriptive, Demonstrative, Interrogative, Possessive and Quantitative.<sup>27</sup>

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<sup>25</sup> Moh. Kusnadi, *General Problem in English*, Bintang Usaha Jaya, 2011, p. 14.

<sup>26</sup> *Ibid*, p. 14.

<sup>27</sup> Pitman, *Improving English Skill*, London: Publishing Limited, 1986, p. 52.



- Descriptive Adjective

Descriptive adjective is adjectives that describe the state of a person, animal, plant or object. For example: thin, fat, bad, good, white, black, rich and poor.<sup>28</sup>

### 3. The ways to Improve Vocabulary

A large vocabulary can help communicate clearly and effectively and the positive repercussions were endless write understandable textbook and letters, communicate your thoughts in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make long lasting impressions and more. The list goes on and on. There were some ways to improve vocabulary, they were:

a. Read, read, and read

Read a variety of genres from different period, and when uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.

b. Keep a dictionary and thesaurus handy

Dictionary software is a handy tool to define words and when uncover a new word, look up in the dictionary to get both its pronunciation and its meaning(s). And then go to the thesaurus and find similar words and phrases and their opposite.

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<sup>28</sup> Windy Novia, *Essential English Grammar*, Wipress, 2009, p. 28.

c. Use a journal

Keeping a journal for of all new words can provide positive reinforcement for learning even more words.

d. Learn a word a day

A day calendar or website - or developing own list of words to learn was a great technique many people use to learn new words.

e. Roots and word families

One of the most powerful tools for learning new words and for deciphering the meaning of other new words was studying Latin and Greek roots. Latin and Greek elements were a significant part of the English language and great tool for learning new words.

f. Games

Words game that challenge and help discover new meaning and new words were a great and fun tool in guest for expanding vocabulary.

g. Conversations

Simply talking with other people can help learn discover new words.<sup>29</sup>

#### 4. The Problem in Mastering Vocabulary

According to Thornbury, factors that make problem when learn vocabularies, such as:

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<sup>29</sup> Randall S. Hansen, “*Easy Ways to Improve and Expand Your Vocabulary: Seven Tips for Learning New Word Communicate*”.  
<http://enhancemyvocabulary.com/improve-expand-vocabulary.html>. Accessed on 30/01/2015. 23:57.

- a. Pronunciation: Thornbury showed that words that were difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- b. Spelling: Sound-spelling mismatches were likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. Words that contain silent letters were particularly problematic: *foreign*, *listen*, *climbing*.
- c. Length and Complexity: Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner was likely to meet them more often, a factor favoring their 'learnability'. Also, variable stress in polysyllabic words.
- d. Grammar: Also problematic was the grammar associated with the word, especially if this differs from that of its L1 equivalent.
- e. Meaning: When two words overlap in meaning, learners were likely to confuse them. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners.
- f. Range, Connotation, and Idiomatic: Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Words that have style

constraints, such as very informal words (*chuck* for *throw*, *swap* for *exchange*), may cause problems.<sup>30</sup>

## 5. Several Technique to Make Vocabulary Teaching Learning Effective

Thornbury summarized a research into memory, which suggests principles supporting the process of permanent or long-term remembering. In this summary he listed several techniques to follow to make vocabulary teaching as effective as possible:<sup>31</sup>

Firstly repetition, the time-honoured way of ‘memorizing’ new material was through repeated rehearsal of the material while it was still in working memory. Simply repeating an item seems to have little long-term effect unless some attempt was made to organize the material at the same time. If the word was met several times over space interval during reading activities, students have a very good chance to remember it for a long time.<sup>32</sup>

Moreover, personalizing in vocabulary practice had proved to be beneficial for remembering along with spacing, which means that presentation of new vocabulary was divided into more widely, separated sequences followed by repeated revision later on with gradually extending periods between them.<sup>33</sup>

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<sup>30</sup> Scott Thornbury, *How to Teach Vocabulary*, England: Longman Pearson Education Limited, 2002, p. 27-28.

<sup>31</sup> *Ibid*, p. 24.

<sup>32</sup> *Ibid*, p 24.

<sup>33</sup> *Ibid*, p 24.

Another helpful element was motivation; simply wanting to learn new words was no guarantee that word will be remembered. The only difference a strong motivation made the learner was likely to spend more time on rehearsal and practice, which in the end will payed off in terms of memory. But even unmotivated learners remembered words if they have been set tasks that require them to make decisions about them.<sup>34</sup>

Finally, cognitive depth the more decisions the learner makes about a word and the more cognitively demanding these decisions, the better the word was remembered.<sup>35</sup>

### **C. Word Wall Technique**

#### **1. Definition of Technique**

According to Ngalimun, he stated that technique is the way to implement the method.<sup>36</sup>

According to Abdul Majid, technique was ability, strategy or method did by teacher in learning activity to get the good result. Technique is implementation that happened in learning activity. Example of learning technique, it can be seen from student-teacher activities in the class. It was used by the teacher has many variances.<sup>37</sup>

#### **2. Definition of Word Wall**

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<sup>34</sup> *Ibid*, p. 25.

<sup>35</sup> *Ibid*, p. 25.

<sup>36</sup> Ngalimun, at all, *Strategi dan Model Pembelajaran Berbasis PAIKEM*, PT: Pustaka Banua: Banjarmasin, 2013, p. 10.

<sup>37</sup> Abdul Majid, *Strategi Pembelajaran Kooperatif*, PT. Remaja Rosdakarya: Bandung, 2013, p. 232.

According to Cronsberry, A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or a whiteboard in a classroom.<sup>38</sup> 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 is 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.<sup>39</sup>

Then, according to Allen in book of "*Inside Words: Tools for Teaching Academic Vocabulary*" word walls can work in a variety of ways to support reading, writing, and talk in classrooms.<sup>40</sup>

According to Joseph green, the word wall is built upon the spiral theory of mastery-repetition reinforces previously learned contents. The word wall uses throughout the school year allows learners to recycle many words.<sup>41</sup>

Cunningham and Allington stated that a word wall is a collection of words that displayed ongoing supports teaching and learning in the classroom. Words collects on the word wall could be

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<sup>38</sup> Jennifer Cronsberry, *Word Walls: a Support for Literacy in Secondary School Clasrooms*, [www.curriculum.org](http://www.curriculum.org), 2004, p. 3.

<sup>39</sup> Galih Ariffansyah, "Teaching Vocabulary; Interactive Word Wall Strategy", Let's Study English, 31 May 2013.

<sup>40</sup> Janet Allen, *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*, p. 120.

<sup>41</sup> Joseph Green in *The Word Wall: Teaching Vocabulary Through Immersion*, Kimberly Tyson, *Top Tips for Word Wall*, n. y, p. 1.

high-utility words. These are words that were used often in an individual classroom. A topical word wall consists of words relates to theme, text, or unit of instruction; for example, the part of body.<sup>42</sup>

Based on Janet Allen stated “word walls were absolutely essential in our classrooms, because teacher and students worked together in texts through your shard and reading when students encounter unfamiliar words, and when we build concept-related words or topical categories, we need to have the words in full view so that the student can see them and use them in reviews their writing”.<sup>43</sup>

Other definition of the word wall is a categorical listing of words that have been taught in the classroom and displayed on the wall. Students can then refer to reviews these words during direct instruction or throughout the day.

The most effective word learning walls are used as a refference. Other factors:<sup>44</sup>

- 1) To teach essential words to ensure basic skills.
- 2) To create a reliable technique to achieve basic literacy.
- 3) To provide support during literacy activities.
- 4) For students to develop a relationship with words.

### **3. Kinds of Word Wall**

#### **a. Quick definitions**

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<sup>42</sup> Janet Allen, *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*, Stenhouse Publishers, 2007, p. 119.

<sup>43</sup> Janet Allen, *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Portland: Stenhouse Publishers, 2006, p. 70.

<sup>44</sup> *Ibid.*,

Students chooses and write the word to match the definitions.

Repeat the process encouraging students to review all the words as they select the answer.

b. Word Picture

Working in teams, students select one of the words from the word wall and illustrate it on the board. The opposing teams got a point for a correct guess and illustrates another word.<sup>45</sup>

c. Guess the Word

Students guesses what the word meant and it was definition in Indonesian.

d. Mind Readers

The teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, students should all know the word. If success clues confirm a student's earlier guess, students can just write the word again.<sup>46</sup>

#### 4. The Advantages and Disadvantages of Word Wall

There are some advantages of using word wall technique in teaching vocabulary, Word walls provided students with easy access to words they need to know during activities. Other advantages a word wall serves a variety of purposes, included the following:

- 1) Provides a visual for students that help them to remember words.
- 2) Serves as an important tool for helping students learn to read.

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<sup>45</sup> Jennifer Cronsberry, 2004, p. 8.

<sup>46</sup> Lori Jamison Rog, *Climbing the Word Wall*, [www.lorijamison.com](http://www.lorijamison.com), p. 7.



- 3) Foster student independence.
- 4) Promotes reading and writing.<sup>47</sup>

The disadvantages of using word wall technique as follows:

- 1) Require time to develop.
- 2) Require equipment to reproduce.
- 3) There were sometimes viewed as busy work.

To overcome the disadvantages above the teacher will prepare the material and Word Wall well, gave explanation how to make it clearly, and manage the class effectively.

## **5. Creating the Word Wall**

- a. Mount the words on construction paper or card stock.
- b. Color codes the words, either using colored markers for lettering or colored paper for mounting.
- c. Use a wall area that is visible to all students. If the word wall is to be used effectively, students need to be able to glance at the word wall from their desks while they are working.
- d. Mount words on the wall in alphabetical order makes it easier for students to skim the list and find words.
- e. Make easy access to the words, so students can move individual words.<sup>48</sup>

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<sup>47</sup> Trisha Callella, *Making Your Word Wall More Interactive*, Creative Teaching Press, 2001, p. 3.

<sup>48</sup> Jennifer Cronsberry, *Word Walls: a Support for Literacy in Secondary School Classrooms*, p. 5.

## 6. Teaching English Vocabulary by Using the word wall technique

This technique can be used before, during or after reading. The teacher used the word wall to introduce new vocabulary prior to reading. During the reading, students were encouraged to find words that were unfamiliar and that should be placed on the word wall to learn. After reading, the class may also review or practice, reviewed such as when the teacher asked the students to “read the wall”, then they found the unfamiliar word on the word wall and they understand the meaning. As a result, word walls were a resource for students and should be used when they were looking for new and interesting words to use in reviews their writing.<sup>49</sup> To implementation word wall in learning:

- a. Establish a purpose for using the word wall. Word walls may be used to help students learn a word frequency, or they may be used to develop vocabulary around a theme. For example, the themes for word walls may include the tropical rainforest, biography, or anything wants to teach.
- b. Select the words that were targeted for instruction. Select a few words for teaching and post them on the wall.
- c. Before reading, teach the words. Engage students in a lively discussion of the words. Teachers may decide to write a brief meaning of the word.

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<sup>49</sup> Galih Ariffansyah, *Teaching Vocabulary: Interactive Word Wall Strategy*, 2013, n.p. [http://teaching-vocabulary-interactiv-word-wall-strategy\\_Let's Study English.html](http://teaching-vocabulary-interactiv-word-wall-strategy_Let's Study English.html). Access on 12/4/2014. 06:37

- d. After reading, the class may also review or practice the words.
- e. Initiate activity around the word wall. For the word wall to be effective, members of the learning community must use them. For example, used word walls as reference in playing games. It will encourage students to make-the word walls reviews their own.

Example of Word Wall:<sup>50</sup>



**Figure 2.1**

### **Example of Word Wall**

#### **D. Quasi Experimental Design**

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. In this study, design used nonrandomized control group pretest-posttest design with a kind of treatment. There were two groups as the model they were control class and experimental class. Both of classes were given pre-test to measure the students' score before treatment was given (Y1 and Y2). The treatment was given for experimental group only (X). Post-test was given for both of

<sup>50</sup> Lori Jamison Rog, *Climbing the Word Wall*, [www.lorijamison.com](http://www.lorijamison.com), p. 1.

groups to measure the students' score after the treatment (Y1 and Y2). Quasi experiment design were mean to approximate as closely as possible the advantage of true experimental design where the problem mention above occur such as having to implement a program in natural school setting.<sup>51</sup>

Related to the study, it used nonrandomized control class pretest-posttest design. The design used because schedule of the school cannot be disrupts not classes recognize in order to accommodate the experimenter's study.<sup>52</sup> This design should have two intact groups of subjects. One groups as *experimental class* and the other one was *control class*. Both of class got pretest and then administer the treatment to the experimental class while with holding it from the other, and finally administer the pretest to both classes.<sup>53</sup>

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<sup>51</sup> Daniel Mujis, *Doing Quantitative Research in Education*, London: Sage Publication, 2004, p. 26.

<sup>52</sup> Donal Ary, *Introduction to Research in Education*, 2<sup>nd</sup> Edition, CBS College Publishing, 1985, p. 282.

<sup>53</sup> *Ibid.*,