CHAPTER I

INTRODUCTION

This chapter covers the background of the study, problems of the study, hypothesis of the study, scope and limitation of the study, assumption of the study, objectives of the study, significances of the study, variables of the study, operational definition, and framework of the discussion.

A.   Background of the study

Language is very essential for life; it is a way to communicate with other people. People are able know each other because they have language. One of the ways to communicate with other people is by using language. It cannot deny that by using it human being can express their ideas, minds, feelings, and opinions. It is difficult to understand the other people if there is no language.

As a foreign language, English is an important for everyone. The acquisition of foreign language has become more important in facing the globalization era in which the nature is the mobility of interaction among some countries to do the cooperation in some fields such as communication, politics, diplomacy, international trade and industry, education, science, and technology. Indonesia that is located in a strategic area will get a strong effect of this phenomenon. Ordinary people especially the old generations might not feel the direct effect caused by the globalization era. However, the young learners as the next generations have to be ready in facing the effect of the globalization era.

Huebener stated that:

"As international language, many communities in many countries in this world use it. English plays an important role in every aspect of human life, such as communication, economics, education, science, and technology.[1]

Now, English become an international language. As an international language, English has important roles and functions to connect people from one country to the people in another country. Because of that, English is very important to be learned by Indonesian student. In Indonesia, English is taught starting from elementary school, junior high school, senior high school, and college/university. Indonesian students said that English is difficult to learn. Because, English is different from Indonesian language in terms of the roles, the grammar, and the usage is extremely different. Everyone can see that from the system of structure, pronunciation and vocabulary.

In English learning, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. Vocabulary is needed to improve four language skills above that support listening, speaking, reading and writing. It means that the vocabulary plays an important role in English language system.

Vocabulary is one of the language elements that is very important for learning English. Vocabulary is one of important aspects in teaching language, as stated by Edward in his book in Leny: "Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system".[2] By mastering vocabulary well, students accept the teacher explanation easily. In using the language,

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[1] Amanah, *Teaching Vocabulary using and Without Using Realia Media At The Third Grade Students of SD Islam Terpadu Al Furqon of Palangka Raya*.Unpublish Thesis, Palangka Raya: STAIN Palangka Raya, 2013,p.1

[2] Leny, *Teaching Vocabulary Through Pictures to the Kindergarten Students,* Unpublished Thesis, Jakarta : English department faculty of Tarbiyah and teachers training Syarif Hidayatullah State Islamic University. 2006, p.9-10.

students who are rich in vocabulary will be successful in expressing skills. But the one who is poor in vocabulary will get trouble in those skills.

The students need a new method to increase their vocabulary mastery. Many teachers are still having less creativity when teaching English. Usually the teachers just explain the material without any methods, so it can make the students bored. Teachers have to invite the students' interest in learning English by using varieties of methods. For example, the teachers use game in teaching learning because the students like to play. A method which is used by the teachers can make students enjoy in learning. The teachers have to be able to use the appropriate game method in teaching learning process that can make students are easy to acquire the new vocabulary. In a class, most of the students are passive because they do not know a lot of vocabularies. In fact, the learning process will be useless.

Teaching vocabulary to students is not easy. There is a difference between to children and adults. According to Harmer teaching children is not simple thing. They have complete characteristic. They do not just focus on what is being taught, but also learn all sorts of other things at the same time, trying to find information from whatever is going on around them.[3]

Teaching to students is difficult. In order to teaching English successfully to students, the teacher has to consider the characteristics of students and try to make appropriate technique, so they are motivated and enjoy in teaching-learning process.[4]

There are many methods which can be used in teaching learning process. According to Harris in Nilawati there are several methods in English learning process. They are (a) giving total

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[3] Jeremy Hermer, *how To Teach English*: New Edition, China: Pearson Education Limited, 2007, p.82
[4] Scott, A. Wendy & Ytreberg, H. Lisbeth, *Teaching English to Children*. New York: Longman Inc.1990, p.1

physical activity (example games and Total Physical Response activities), (b) providing hands on activities (example to learn words, sentences, and practice meaningful language), (c) internalizing concept through visual aids (example video, picture, tapes, music, flash card, and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures).[5] One kind of method is word wall. By applying word wall, the writer hopes that the students could get new vocabularies and improve their vocabularies. According to Dewi Nurhamida, word wall is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to improve the students vocabulary mastery.

The writer choosed MTs Muslimat NU, because based on pre-observation, students have lack of vocabularies, they said that it is difficult to learn, because pronunciation and written are different. The other reason is many students boring as long as teaching learning process because most of the teacher has given conventional teaching and the students need a new method as interesting as possible. By using new method, the students will be more interested in English Learning and also are able to remember English words easily when they often find of the words in the class. English teacher of MTs Muslimat NU did not use word wall in teaching learning process. Sometime, in teaching learning process, teacher often used direct method. Most of the students feel bored, because sometimes direct method made the students confused. By using word wall, the students interested in English learning and also they will be easier to improve their vocabulary mastery. The students are able to remember English word easily when they often find of the words in the class. So, the writer needed to implement word wall method to

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[5] Sofika Chandra Nilawati, *The effectiveness of Teaching Vocabulary by Using Puppet at Teaching At Elementary school students,* Unpublished Thesis, Semarang: Semarang State University, 2009, p. 2

solve the problem in MTs Muslimat NU that can improve the students ' interest in English learning process.

Based on the explanation above, the writer conducted a research entitled: **''THE EFFECT OF WORD WALL IN TEACHING VOCABULARY AT THE EIGHT GRADE STUDENTS OF MTs. MUSLIMAT NU PALANGKA RAYA.''**

B.   Problem of the study

Based on the background of the study above, the problem of the study is "is there any effect of Word Wall toward students' vocabulary mastery at the eight grade students of MTs Muslimat NU Palangka Raya?"

C.   Hyphothesis of the study

H_a : Word wall gives effect toward students' vocabulary mastery score

H_o : Word wall doesn't give effect toward students' vocabulary mastery score

D.   Scope and Limitation of the study

Research subject is limited to the eight grade students at MTs Muslimat NU Palangka Raya. Using word wall is limited to teach vocabulary about descriptive text. Kinds of vocabulary that is taught based on syllabus and English book are adjective, noun and verb.

E.   Assumption of the study

Using word wall makes the students enjoy and interested in teaching vocabulary

F.   Objective of the study

The objective of the study based on the background of the study is: to find out the effectiveness of using word wall in teaching English vocabulary at the eight grade students of MTs Muslimat NU Palangka raya.

G.   Significances of the study

The study have two significances. The first is theoretically significance and the second is practically significance. Theoretically, this study aims to know and testing the effectiveness of using word wall, the result of the research can be used as input for English teaching learning process, especially for teaching vocabulary in junior high school.

Practically, the writer expected to give contribution the English teacher about the important technique in supporting teaching process especially vocabulary goals and it is one of alternative technique that can be used for the English teachers in teaching vocabulary. For the student, by learning vocabulary using word wall provided motivation, so the students learned it easily and the students can increases their ability in English vocabulary. For the next researcher , can develop this method not only in vocabulary.

H. Variables of the study

A variable is a construct or a characteristic that could on different values or scores.[6] In this study there are two variables, they are independent variable (X) and dependent variable (Y).

1.   The independent variable of study (X) is word wall that used in teaching vocabulary for the eight grade students at MTs Muslimat NU Palangka Raya.

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[6] Donald Ary,. *Introduction to Research in Education*, USA: Wadsworth, 2006,p. 38.

2. The dependent variable of the study (Y) is the result of the student's vocabulary score of the eight grade students at MTs Muslimat NU Palangka Raya.

I. Operational definition

1. Effect: A S Hornby defines effect as a change produced by an action or a cause, a result or an outcome.[7]

2. Word Wall: According to Dewi Nurhamida, word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning.[8]

3. Vocabulary Mastery: Having a vocabulary mastery means memorizing amount of words and applying them in different sentence grammatically or in other words it is about the usage of the vocabulary both in spoken or written from correctly[9]. In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.[10] As Chen and Li (2009) in Nur aeni kasim Thesis state that vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery

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[7]A S Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995, p. 369.
[8] Dewi Nurhamida, *Improving Students' Vocabulary Mastery Through Word Wall*, Unpublished Thesis, Salatiga: State Islamic Studies Institute, 2012, p. 20.
[9] Sulastri, *The Effect of Flash Card On Vocabulary Mastery of The Eighth Yeasr Students of MTs Darul Ulum Palangka Ray*a, Unpublished Thesis, Palangka Raya, State Islamic College of Palangka Raya, 2014
[10] Nur Aeni kasim, *Increasing the Student's Vocabulary Mastery by Using Word Wall Media,* Unpublished Thesis, Makassar: Postgraduate Student of Universitas Negeri Makassar, 2010, p.16.

begins when someone is still an infant. Basically, the baby"s first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.[11]

J.   Framework of discussion

The frameworks of the discussion of this study are:

Chapter I :   Introduction that consist of the background of the study, problem of the study, hypotheses of the study , scope and limitation of the study, assumption of the study, objective of the study, significance of the study, variables of the study operational definition, framework of the discussion.

Chapter II :   Review of related literature that consists of previous studies, the definition of vocabulary, importance of vocabulary, kinds of vocabulary, level of vocabulary, assessing of vocabulary, vocabulary mastery, the purpose of vocabulary mastery, assessing of vocabulary mastery, problems in learning and acquiring of vocabulary, definiton of word wall, advantage and disadvantage using of word wall, how to a create word wall. and how to teach vocabulary through word wall.

Chapter III :   Research Method that consist of research type, research design, place of the study, population and sample of the study, research instruments,

[11] ibid.,

research instruments validity, research instrument reliability, index difficulty**,** data collection procedures, data analysis procedure.

Chapter IV: Research Findings and discussion.

Chapter V: Closure