

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature, the definition of vocabulary, importance of vocabulary, kinds of vocabulary, level of vocabulary, principles of teaching vocabulary, assessing of vocabulary, vocabulary mastery, the purpose of vocabulary mastery, assessing of vocabulary mastery, problems in learning and acquiring of vocabulary, definition of word wall, advantage and disadvantage using of word wall, how to create word wall and how to teach vocabulary through word wall.

#### A. Previous Studies

There are three previous studies related to the study. The first is from Nur Aeni Kasim "Increasing The Students's Vocabulary Mastery By Using Word Wall Media"<sup>1</sup>. This research aimed about to find out the students to increase their vocabulary, especially on teaching noun and verb at the second year students of SMP Negeri 26 Makassar in 2010-2011 academic years. The writer found out that was significant difference scores. There was better increasing of student at end of action second cycle. It can be state that the students' vocabulary mastery at the Second Year Students of SMP Negeri 26 Makassar was low level before the test in the first cycle and in high level after doing the test in the second, that's mean Word Wall Media effectively, so increase the students' vocabulary mastery in teaching vocabulary.

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<sup>1</sup> Nur Aeni kasim, *Increasing the Student's Vocabulary Mastery by Using Word Wall Media*, Unpublished Thesis, Makassar: Postgraduate Student of Universitas Negeri Makassar, 2010, p.10.

The second is from Dewi Nurhamida who conducted a study entitled ‘‘Improving Students’ Vocabulary Mastery Through Word Wall (Classroom Action Research on the First Grade Students of SMP N 2 Tuntang in Academic Year 2012/2013).<sup>2</sup> This research is a study about improving vocabulary mastery through *word wall*. The aim of this research is to find whether *word wall* can improve the student’s interest to English teaching and to find out *word wall* can improve the vocabulary mastery. The finding shows that the t-test calculation from the result of pre-test and post-test in cycle I is 8,4 and in cycle II is 13,77. Both of them is greater the t-table with n=34 is 2,04. It means that use of *word wall* method can improve the students’ vocabulary mastery.

The last is The last is from Neni Tri Setyowati who conducted a study entitled ‘‘Effectiveness of Word Wall Media in Teaching Vocabulary on the Seventh Grade Students at MTs Negeri Bandung Tulungagung’’.<sup>3</sup> The objective of the research is: 1) Find out students’ vocabulary score before being taught by using word wall media. 2) Find out students’ vocabulary score after being taught by using word wall media. 3) Find out significance different score and after being taught by using word wall media. The writer found significant effect of using word wall for teaching vocabulary on the seventh grade students at MTsN Bandung Tulungagung in the academic year 2014/2015 is accepted. Whereas, Ho which states that there is no significant effect of using word wall is rejected. In the word, word wall media is effective used as an alternative way for teaching vocabulary mastery to the students at junior high school.

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<sup>2</sup> Dewi Nurhamida, *Improving Students’ Vocabulary Mastery Through Word Wall*, Unpublished Thesis, Salatiga: State Islamic Studies Institute, 2012, p. 20.

<sup>3</sup> Neni Tri Setyowati, *The Effectiveness of Word Wall Media in Teaching Vocabulary on the Seventh Grade Students at MTs Negeri Bandung Tulungaagung*, Tulung Agung: IAIN Tulung Agung, 2015.

The differences between this research and Dewi Nurhamida's thesis are subject of this research is eight grade students of MTs Muslimat NU Palangka Raya, and the type of research is Quasi Experiment. Meanwhile the subject of Dewi Nurhamida's research is first grade students of SMPN 2 Bandung Tulungagung, and the type of research is Classroom action Research.

The difference between this research and Nur Aeni Kasim's thesis are subject of this research is eight grade students of MTs Muslimat NU Palangka Raya, this research only will emphasize teaching noun, verb and adjective and this type of research is Quasi Experiment. Meanwhile, the subject of Nur Aeni Kasim's research is second year students of SMPN 26 Makassar, the research only emphasized teaching noun and verb and the type the research is Classroom Action Research.

The differences between this research and Neni Tri Setyowati's thesis are subject of this research is eight grade students of MTs Muslimat NU Palangka Raya and type of this research is Quasi Experiment. Meanwhile, the subject of Neni Tri Setyowati's research is seventh grade students of MTsN Bandung Tulungagung and type of the research is Pre-Experimental Design.

## **B. Vocabulary**

### **1. Definition of Vocabulary**

According to Roget in Leny thesis, Vocabulary is:

- a. An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.
- b. All the word of Language.

- c. Specialized expression indigenous to a particular fields, subject, trade or subculture.<sup>4</sup>

Webster's dictionary in Andi Saputra Tanjung thesis, vocabulary is defined as follows<sup>5</sup>:

- a. A list of collection of words and phrases usually alphabetically arranged and explained or defined
- b. A sum or stuck of words employed by a language group individual or work or in relation to a subject scope of language.
- c. A list of foreign language textbook of the words and phrases taught or used.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up two three words but express a single idea.<sup>6</sup>

Based on the explanation above, the writer concludes that vocabulary is group of word which has a meaning.

## **2. Importance of Vocabulary**

Vocabulary is very important to learn. If the students have enough vocabulary to speak, the students can communicate with the other students. But if the students lack of vocabulary, the students can't speak. According to David Wilkins in Scott Thornbury book, 'without grammar very little can be conveyed, without vocabulary nothing can be

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<sup>4</sup> Leny, *Teaching Vocabulary through Pictures to the Kindergarten Students*, Jakarta: Syarif Hidayatullah State Islamic University, 2006, p. 9.

<sup>5</sup> Andri Saputra Tanjung, *Reinforcing Students' Vocabulary Through Scrabble Game*, Unpublished Thesis, Jakarta: Syarif Hidayatullah State Islamic University, 2011, p.7.

<sup>6</sup> Penny Ur, *A course in Language Teaching*, Great Britain: Cambridge University Press, 1996, p.60

conveyed'<sup>7</sup>. In Siti Indriati thesis, Wallace states that vocabulary is one of the important of languages, because if we speak a language we need several words to convey ideas.<sup>8</sup> So, it can be known that, vocabulary is very important to be learned. Learning vocabulary is the process of helping learner to learn about what that have meaning for a particular language.

### 3. Kinds of Vocabulary

According to Thornbury, there are two kinds of vocabulary, such as:<sup>9</sup>

#### a. Grammatical Words (Function Words)

Grammatical Words (Function Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

##### 1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.<sup>10</sup> Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.<sup>11</sup>

##### 2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together.<sup>12</sup>

Examples of conjunctions: and, but and or.<sup>13</sup>

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<sup>7</sup>Scott Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2000, p.13.

<sup>8</sup> Siti Indriati, "*The effectiveness of using picture media on speaking skill the tenth grade students of SMA Muhammadiyah Palangka Raya*", unpublished, Palangka Raya : State Islamic college of Palangka Raya, 2012.p. 31.

<sup>9</sup>Scott Thornbury. *How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p.

<sup>10</sup>Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 132.

<sup>11</sup>Ann Hogue. *First Steps in Academic Writing*, New York: Longman, 1996, p. 81.

<sup>12</sup>Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192.

<sup>13</sup>Howard Sargeant. *Basic English Grammar for English Language Learners Book 2*, United State: Saddleback Educational Publishing, 2007, p. 109

### 3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.<sup>14</sup>

### 4) Pronouns

Personal pronouns refer to people, places, things, and ideas. (Example: *I, me, you, your, they, us, and it* are all personal pronouns), (Reflexive pronouns are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and themselves* are reflexive pronouns. There is no such word as *theirselves*), (Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns), (Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns), (Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one, and several*).<sup>15</sup>

#### b. Content Words (Lexical Words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

#### 1) Nouns

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<sup>14</sup>Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 71.

<sup>15</sup>Jack Umstatter. *The Teacher's Activity-a-Day*, United States : Jossey-Bass A Wiley Imprint, 2010, p. 9

A noun is a word used to name a person, place, thing, or idea. We can classify or group nouns into the categories: (Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan), (Common nouns label general groups, places, people, or things. Example: School), (Concrete nouns label things experienced through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger), (Abstract nouns label things not knowable through the senses. Example: Love), and (Collective noun label groups as a unit. Example: Family).<sup>16</sup>

## 2) Verb

A Verb is a word that shows action (*runs, hits, and slide*) or state of being (*is, are, was, were, and am*).<sup>17</sup>

## 3) Adjectives

Adjectives describe nouns and pronouns.<sup>18</sup> Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), etc.<sup>19</sup>

## 4) Adverbs

Adverbs are words that modify verbs, adjectives, and other adverb. Example of adverb:

Adjective	Adverb
Beautiful	Beautifully

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<sup>16</sup>Gabriele Stobbe. *Just Enough English Grammar Illustrated*, United States: McGraw-Hill, 2008, p. 2-3.

<sup>17</sup>Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition*, United States: Jossey-Bass A Wiley Imprint, 2008, p. 1

<sup>18</sup>Phyllis Dutwin. *English Grammar Demystified*, United State: McGraw-Hill, 2010, p. 36.

<sup>19</sup>Howard Jackson. *Good Grammar for Students*, London: Sage Publications, 2005, p. 18.

Quick

Quickly<sup>20</sup>

Based on the explanation above, the writer concludes that vocabulary has two kinds; they are function (grammatical) and content (lexical) words. The writer only focuses on noun, verb and adjective because they are basic of sentences.

## 1. Level of Vocabulary

According to Nation in his book “Teaching and Learning Vocabulary”, in Esna state that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary needed. However, teaching vocabulary to young learner is not just simply presenting some words, but it has significant influence to the four language skills.<sup>21</sup>

Scoot thornbury state that there are seven level of vocabulary such as:<sup>22</sup>

Easy Stars	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level Three Pre-Intermediate	1.200 words
Level Four Intermediate	1.700 words
Level Five Upper-Intermediate	2.300 words
Level Six Advanced	3.000 words

Because the students are still at the beginners level, the writer was take 200 words in her research, based on handbook of the teacher. The level of vocabulary in Muslimat Nu Palangka Raya is easy starts based on the book based on handbook of the teacher.

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<sup>20</sup>Eugene Ehrlich. *Schaum's Outline of English Grammar Second Edition*, United State: McGraw-Hill, 1991, p. 107-108.

<sup>21</sup> Esna Haullatun Nisa, A Study On English Vocabulary Teaching Techniques to fourth and Fifth Grade Students of SD Plus Darul Ulum Jombang Academic Year 2008/2009, Unpublished Thesis, Surabaya, Sunan Ampel State Institute of Islamic Studies, 2009, p.3

<sup>22</sup> Scoot Thornbury, *How to Teach Vocabulary*, Oxfordshire: Pearson Education Limited, 2002,p.59.



## 2. Principles in Teaching Vocabulary

In teaching vocabulary, a teacher should have a plan about suitable way and how to apply it in a classroom. According to Nation in Haji Parhani thesis, teaching vocabulary is directly related to some other language activities. Teaching vocabulary to young learners does not just simple present some words, but it has significant influence to the four language skills.<sup>23</sup> In Bayu Dwi Jatmiko thesis, Harmer states that many techniques can be used in teaching vocabulary. There are repetition, realia, pictures, mime actions, gesture, contrast, translation explanation, using real object and numeration.<sup>24</sup>

In Andi Saputra Tanjung thesis, Wallace states that teaching vocabulary should consider these following factors:<sup>25</sup>

### a. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

### b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

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<sup>23</sup>Haji Parhani, *Using Slide as a Media in Teaching Vocabulary at the Fourth Grade Students of SDIT Al Furqon Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic college of Palangka Raya, 2012.

<sup>24</sup>Bayu Dwi Jatmiko, *Using Digital Advertisement to Enrich Students' Vocabulary*, Unpublished Thesis, Semarang: IKIP PGRI Semarang, 2013, p.3.

<sup>25</sup>Andi Saputra Tanjung, *Reinforcing Students' Vocabulary through Scrabble Game*, Unpublished Thesis, Jakarta: Syarif Hidayatullah State Islamic University, 2011, p. 24.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

d. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

f. Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

### **3. Assessing Vocabulary**

Based on Macmilan in Abdul Mehdi, assessment means thinking about something carefully and making a judgment about it.<sup>26</sup> From the researcher's view point, assessment is

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<sup>26</sup> Abdul Mehdi, *an Assessment of Testing Vocabulary In (RECI) Book-1 For the Fifth Grade of the Primary Stage*, published thesis: college of education /Al-asmae Department of education and psychology science, 2011. P. 5.

giving a judgment of the pupils' ability while they are exposed to English language pointing out their weakness and strength of that language.

Based on John Road, vocabulary assessment seems straight forward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well known item types that are convenient to use for vocabulary testing. These test items are easy to write and to score and they make efficient use of testing time. Multiple choice items in particular have been commonly used in standardized test.<sup>27</sup> In similarity to Celce and Murcia state that assessing is perhaps one of the least understood areas of language teaching and learning. Here is assessing for vocabulary such as:<sup>28</sup>

a. Respondents receive sets of six words and three meanings and are instructed to choose the right word to go with each meaning. Example:

1. Apply
2. Elect ..... choose by voting
- 1 .Jump ..... become
- 2 Manufacture ..... make
- 3 Melt
- 4 Threaten

b. Respondents receive a long list of words (e.g, 100) and are to indicate whether they know their meaning. Example:

Check the words you know the meaning of,e.g., ✓ milk

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<sup>27</sup> John road, *assessing vocabulary*, Cambridge, united kingdom: Cambridge University, 2000. P. 8.

<sup>28</sup> Marianne Celce and Murcia, *Teaching English as a Second of Foreign Language*((Third Edition), Amerika: United States of Amerika,2001,p.532

- c. Contextualized vocabulary: Respondents are asked to indicate what a word means within the context of a given passage. These response, could be open-ended or multiple-choice , e.g. what does *delinquent* mean?

(open-ended response) .....

(Multiple-choice response)

- |            |                  |
|------------|------------------|
| a) Naughty | c) Haughty       |
| b) Sinful  | d) Irresponsible |

In contrast to Thurnbury state that many types of test vocabulary, such as:<sup>29</sup>

- a. Multiple choice tests are a popular way of testing in that they are easy to score and they are easy to design. Moreover , the multiple choice format can be used with isolated words, words in a sentence context, or words in whole text, Here, for example is a 'word only' :

- Tangle means?
- |                      |
|----------------------|
| a) a type of dance   |
| b) a tropical forest |
| c) confused mass     |
| d) a kind of fruit   |

- b. Gap-fill test require learners to recall the word from memory in order to complete a sentence or text. Moreover the ability to complete the gaps depends or understanding the context, as in the example:

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<sup>29</sup>Scott Thurnbury, How to Teach Vocabulary, Oxfordhsire: Pearson Education Limited, 2002,p.132-136

### Tumbu Fly

In Africa south of the Sahara, another (1)..... the traveler may encounter is (2)..... tumbu or mango fly, which (3) ..... its eggs on clothing laid (4)..... on the ground to dry. (5)..... larvae hatch and burrow their (6)..... into the skin, causing boil-like (7)..... . These can be avoided by (8)..... that clothes, bedding, etc., (9)..... spread on the ground to dry.

- c. C-test is test that the second half of every second word is deleted. for example:

### Tumbu Fly

In Africa South of the Sahara, another pro..... the trav..... may encou.....is t.....tumbu o..... mango fl....., which la.... its eg..... on clot..... laid o..... on t..... ground t..... dry. T..... larvae hat..... and bur..... their w..... into t..... skin, cau..... boil-like swel..... These c..... be avoi..... by ensu..... that clot....., bedding, etc., are n..... spread o..... the gro..... to dr..... .

- d. Use a dictionary and choose a random selection of words. the test could take the form of

multiple choice questions, or multiple matching task, Based on the explanation above,

the writer chooses multiple choices to assessing of the test.

## A. Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. Without having proportional English vocabulary, students will get some difficulties in using English.<sup>30</sup>

Vocabulary mastery is very significant for the students as the basis of developing language skill. The students will not understand what the meaning of words in, when they communicate each other without mastering English vocabulary well. The students are expected to master as much vocabulary as possible. So they can develop their language skill. Considering the importance of mastery of vocabulary to improve language skills, student's vocabulary mastery should increased the entire of words.<sup>31</sup>

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<sup>30</sup> Budi Setiawan. *Improving The Students' Vocabulary Mastery Through Direct Instruction*. Surakarta, sebelas maret university. 2010, p. 10.

<sup>31</sup> Aisyarani *The Vocabulary of The Eleventh Grade Students of MA NahdlatulMuslimin In The Academic Years 2013/2014 Taught By Using Animation Video*. Unpublished Thesis. Muria Kudus University. 2014, p. 12

Because, if the students mastering vocabulary, it could help the students mastering English well.

### **The Purpose of Vocabulary Mastery**

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We cannot learn language without vocabulary. It is impossible because vocabulary is all the words that we use in language. However the mastery of vocabulary also depends on the individual's quality to use her or his language.<sup>32</sup>

There are several criteria that learner can master or know vocabulary in a target language. The learner is able to: <sup>33</sup>

1. Recognize it in its spoken or written form.
2. Recall it at all.
3. Relate it to an appropriate object or concept.
4. Use it in the appropriate grammatical form.
5. Pronoun it in a recognizable way.
6. Spell it correctly-in writing.
7. Use it with the words it correctly goes with- i. e. in the correct collocation.
8. Be aware of its connotations and associations.

Use it one appropriate level of formality and in appropriate situations.

### **B. Assessing Vocabulary Mastery**

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<sup>32</sup> Ibid. p.12

<sup>33</sup> Dorit Sasson, *Best ESL Vocabulary Teaching Practices-What If You Gave the Content First ?*

Test is a way getting feedback on the teaching learning process.<sup>34</sup> Without testing, here is no reliable means of knowing how effective a teaching sequence has been. Unlike grammar, vocabulary knowledge is more readily itemized, and hence more easily measurable. Thornbury classify the type of vocabulary test into four types.

These are types of the test:

- a. Multiple-choice test are a popular way of testing in that they are easy to score. It format can be used with isolated words, words in sentences context or words in whole text.
- b. Gap fill test, this tests require learners to recall the words from memory in order to complete a sentences or text.
- c. Selective (open) cloze type test, a variant of this test is one in which, rather than every word, specially chosen words are deleted.
- d. C test, in this test the second half of every second word is deleted.

Read proposes three dimensions which form a framework for analyses of vocabulary tests the first is Discrete test or Embedded test.

This dimension identifies whether vocabulary is being treated as a discrete language competence, or whether it contributes to a broader assessment profile. Second is a selective test or comprehensive test. This dimension distinguishes between tests of preselected vocabulary items and tests which rate overall vocabulary use. The last is context -independent- context – dependent test. This dimension considers the extent to

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<sup>34</sup> Scott Thornbury, *How To Teach Vocabulary*, p.139

which to the test-taker is required to engage with and utilize the context in which the vocabulary items appear.<sup>35</sup>

In assessing vocabulary mastery of the student, the writer use multiple choice test. The test adapted from English Vocabulary Test book by MTs Muslimat NU Palangka Raya the question of the test is in English language and the choice is in English.

### **C. Problems in Learning and Acquiring Vocabulary**

According to David Reddel, there are some problems when learning new vocabularies, such as:<sup>36</sup>

#### **1. Meaning**

- 1) A word may have than one meaning (e.g, odd, cut, patient)
- 2) First Language (L1) interference such as ‘false friend’-words with a similar appearance or sound to words in their L1 but with different meaning . For example: compare sympathetic with the French symphatique, meaning a ‘nice’ person, in German bekommen means ‘to receive’, sometimes resulting in a German speaker saying what sounds like I’ll become a glass of beer’ when they mean to say I ‘ll have a glass of beer.
- 3) Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. slim/thin/skinny).
- 4) A student may understand the meaning of a word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal.

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<sup>35</sup> Jhon Road, *Assesing Vocabulary*. Cambridge University Press 2000, p. 411.12

<sup>36</sup> David Reddel, *Teaching English as a Foreign Language*, London: Hodder Headline.Ltd, 2003,p.58



## 2. Form

The spelling may be very different from the sound (e.g. cough).

Students may be competent speaker of the language but poor writers.

- 1) A word may be more than one part of speech (e.g. it may be a verb and a noun).
- 2) If you teach a word like to rely, you also need to teach that it is followed by on.
- 3) Some words are irregular (e.g. the plural of person is people ; the plural of sheep is sheep).
- 4) Different varieties of English have different spelling e.g. color/colour.
- 5) Spelling patterns are not obvious, e.g. happy/happier.....hit/hitting

## 3. Pronunciation

- 1) The sounds may not correspond to the spelling , as form above (another example being sign).
- 2) Students may have difficulty knowing how many syllables the word is broken up into ( a typical mistake being clothes pronounced with two syllables).
- 3) It hard to know which syllables are stressed.
- 4) Some words have shifting stress, e.g. his conduct/to conduct.
- 5) A group of consonants together – a consonant cluster – can be difficult, e.g. crips.
- 6) A speaker of particular language might have difficulty with certain sounds, e.g. Japanese with /l/ and the French with /h/.
- 7) Some word with different spellings and meanings are pronounced the same, e.g. bearl/bare.

So, existing problem that is found by the researcher when did a pre-observation and interview with the English teacher in MTs Muslimat NU Palangka Raya is the students feel

difficult in memorizing and imagining the words and the written form and pronunciation is different, so it is help by using word wall.

## **D. Word Wall**

### **1. Definition of Word Wall**

According to Cronsberry in Dewi Nurhamida state that, 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 relevant to Green state that a word wall is an organized collection of large print words on the classroom wall. It is a tool designed to promote group learning.<sup>37</sup> It is supported by Brabham and Villaume in Indrayana state that a word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for students to see easily and learn.<sup>38</sup>

Based on the explanation above, the writer concludes that word wall is a systematically collection of words in large letter and placed in the classroom.

### **2. Advantage and Disadvantage Using of Word Wall**

a. Advantages using word wall are

1. It helps to remember the words.
2. It helps to improve the spellings.
3. Create interactive learning and communicative.
4. The students were impressed and excited during the learning process.

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<sup>37</sup> Dewi, Nurhamida, *Improving Students' Vocabulary Mastery Through Word Wall*, Unpublished Thesis, Salatiga: State Islamic Studies Institute, 2012. p.29.

<sup>38</sup> I Dewa Agung Indrayana, *The Use of Word Wall Game in Teach Writing Skill of The Eight Grade Students of SMPN 2 Blahbatuh in Academic Year 2013/2014*, Unpublished Thesis, Denpasar: English Education Study Program Faculty of Teacher Training and Education Mahasaraswati Denpasar University, 2014. p.26

5. It can increase group learning activities.

c. Disadvantage of using word wall are

Learning use word wall will require a long time and needs a lot of equipments and colors.

Imagination and creativity needed to produce good word wall.

### 3. **How to Create A Word Wall**

There are several ways to make word wall efficient, practical and easy to remember. Word wall is interactive media in the classroom to support the learning of listening, speaking, reading and writing.

The steps to make a word wall are:<sup>39</sup>

- a. Use the favorite words that most appropriate on particular theme, so they are easy to remember.
- b. Create these words in a variety of forms that will be more interesting for students.
- c. Make it useful by often using these words in a variety of activities such as, listening, speaking, reading or writing
- d. Make it easy to see, to write a script which is large and placed on a wall in the classroom.

Based on the explanation above, the writer concludes that In creating this media, the writer determines the key words related to the theme and write a script in large letter on a paper as much as, so it possible can be seen clearly by all students in the class.

### 4. **How to Teach Vocabulary Through Word Wall**

A word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed large front so that they are easy visible

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<sup>39</sup> Dewi Nurhamida, *Improving Students' Vocabulary Mastery Through Word Wall*, Unpublished Thesis, Salatiga: State Islamic Studies Institute, 2012.p.43

from all student seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. It is relevant to Green in Nur Aeni Kasim stated that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.<sup>40</sup>

In teaching vocabulary by using word wall media Jerry in Nur Aeni Kasin stated that consists some activities:<sup>41</sup>

- a. Make some words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.
- b. Teachers should be selective about the words that go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually-a guideline is five words per week.
- c. Use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, clapping, tracing, word guessing games as well as writing them.
- d. Provide enough practice so that words are read and spelled correctly in the children's daily writing.

The writer also points out some steps in teaching vocabulary by using word wall:

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<sup>40</sup> Nur Aeni kasim, Increasing The Student's Vocabulary Mastery By using Word Wall Media, Unpublished Thesis, Makassar: Makassar State University.2010.p.6-7

<sup>41</sup> Ibid

1. The first meeting, the teacher explain about the media, how to work or used it. The teacher gives material or text and asks the students to list vocabulary noun, verb and adjective according text.
2. The teacher give paper for each students and ask them write noun and verb they have get from the text.
3. The teacher asks them to looking for the meaning word of dictionary.
4. After they get the meaning word, they stick paper on the word wall media, and after all the paper stuck they write all the work on the word wall media.
5. In the end of cycle give them evaluation and the teacher asked the students to collect their answer.