

CHAPTER 1

INTRODUCTION

A. Background of Study

Learning is one of the primary activities of students in the classroom. Successful of learning is only the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teacher must create various type and attractive methods for the class.

Learning language is very important, because it is one important communication instrument for human being, by using language, people can easily express ideas, thought and one's feeling to others. Beside that, language becomes an important thing and people around the world use it. God creates many nations and tribes around the world that have many differences in every aspect of life, one of them is language. In the Holy Koran Ar-Rum verse 22, as follow :

وَمِنْ ءَايَاتِهِ ۚ خَلَقُ السَّمَوَاتِ وَالْأَرْضِ وَأُخْتَلِفُ السِّنِّكُمْ وَالْوَنِّكُمْ إِنَّ فِي

ذَٰلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

Based on the verse above ; it means that God has created a pair of male or female, and made us into different nations and tribes. Every nation and tribe has different language. So, it is important to learn other language. Why? Because it will make people possible to get to know each other and to make relation with those who come from other nations. Language is very important for life, so language must be learned, which is language for communication in the world.

There are many language in the world, one of them is English. English is one of the most popular language in the world. The people use it either as the first language or a second language. English is used by many people in many countries. English is used to less misunderstanding or misinterpretation between many people from different country because they have different language.

Teaching English in Indonesia has been developed extensively because English is an international language and as a compulsory subject at school. English also has a very important position and become more popular since it is as a foreign language in Indonesia. It has been studied from elementary school until university. Although it is a foreign language, the student have to master that language in order to develop their skills and reach their dreams in the future. Thus every school should contribute the best technique, strategies and methods to help the students master this language.

As an element of language, vocabulary is one important aspect in learning English as a foreign language. Mastery of vocabulary in language will also have understanding in term of speaking, reading, listening, and writing. People cannot communicate their ideas as clearly as they would like to express because of their limited vocabulary. Therefore, mastery of vocabulary would be much helpful to the student in learning language.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different contexts, reading, or watching television. Information is now available on what such targets words is identified in the Cambridge English Lexicon (Hindmarsh, 1980), a core vocabulary for secondary school learners in EFL contexts. An additional 3,000 to 5,000 words is suggested for learners continuing to tertiary education studies. These words may have to be taught directly. In addition, learners need to be taught strategies for inferring words from contexts as well those which can help learners retain the meanings of words they have encountered.

In teaching English vocabulary as an element of language is considered as very important factor in increasing English language if the students are still lacking of vocabulary. Vocabulary is part of language

learning that need continuing growth and development by both native and non-native speaker after grammar and pronunciation from elementary school until university. In language technique for teaching preparation program in Indonesia is more attention being given to improve some technique for teaching vocabulary.

Teaching vocabulary is important so that students are able to communicate using the language they are learning. Student firstly should master a large a number of vocabularies. Vocabulary as one component of English language is important to understand the structure, meaning and communication. To have great vocabulary is not easy for the first young learners, some student feel. Learning English for Young Learners (EYL) generally, they are the beginner learners, but it must be remembered that the teacher can't equalize them by giving the same task and same learning activity. Children in different age have different ability and skill in learning English. Beside have different development, some of them have high motivation and develop rapidly; some others have low motivation and slowly to learn. So their development slowest than their friends and of course they have differentiation in mastering on vocabulary. The teacher must help them in building new vocabulary which the teacher to make interesting study condition. The variety of strategy provides a good technique should depend on the instructional goals or the teacher competency. A good technique will make the teaching and learning process enjoyable. Vocabulary become a problem for the student in

learning English. Vocabulary becomes a problem for the students of pre-intermediate and intermediate level, the reason is the student level of thinking is different and mastery vocabulary itself is very difficult.

Realizing how important the vocabulary and how difficult students to build up the teacher of English have provided students with rich exciting exercise which are expected to help vocabulary must be very helpful to improve the students ability in English communication. Allen (1997) says that vocabulary is very important in a language, when we learn a language like English, we learn the words of language. Students must continue to learn words as they learn structure as they practice in target language. The vocabulary is needed to master the four skill in English. Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people will not be able to use English effectively. In all language teaching, students must continually learn vocabulary as they learn structure (Allen 1997). In fact, students mastery of English vocabulary is still lack. The students are also difficult to deliver their ideas because of their limitation of vocabulary. On the other hand some students don't have self-confidence speaking using that vocabulary. As consequence, students will be difficult to communicate to each other or share their opinion.

According to Brown (2001), "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planed designs for controlling and manipulating certain

information”. This is misconception, it is possible to learn a language as well enjoy oneself at the same time. One of the best ways of doing this is through media.

Learning English is not something easy for Indonesian students although this language is taught from early age, because English is a second language for Indonesian students to be learned. Another problem to learn English is the children is the students itself. Students have special characteristics, one of the characteristics is that students have limited attention span, unless activities are extremely engaging can make them easily getting bored. Teacher has to create the creative and interest learning process. Creative and interest learning process can be created by using media in the classroom. So, to handle this problem, the researcher need to know what media that students like which close of them. And then, the media will be used to assist and handle the problem in learning English in the classroom. In the holy Qur'an, Al-Alaq verse one to five Allah explains about using media in teaching and learning process.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③

الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

The word “ pen” in the fourth verse indicates that Allah command human to use media in the learning process. Media helps learner to get knowledge easily. Media also help learner to get knowledge enjoyable.

Media are the means for transferring or delivering message. The use of media in teaching learning process is needed to attract students attention and make teaching –learning activities more interesting and also effective. The use of media in teaching –learning activities process is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly, so sometime media disturb learning process instead of helping students in learning process the situation causes a problem. The use of media is questioning whether it really helps teaching-learning activities or not.

Media is one of essential aspect to improve vocabulary. Learning by media make student interesting and easier to remember vocabulary. So, the teacher must create media, one of them is Word Wall Media.

Word Wall media is an interactive medium in the classroom to support listening, speaking, reading and writing. A word wall is an interactive collection of words or part of words used to teach vocabulary, spelling, letter – sound correspondence and more.

Word wall is simple and easy media to use. It is cheap but interesting. It is suitable for the school which has limited media to teach English. The teachers don't need to spend too much money for making teaching media. Word wall is a one of media that will help teacher easier to teach vocabulary.

The student of MTs Ahsanul Huda, have high motivation and enthusiasm to learn English. Their interest is so high when their teacher taught them, but the school's condition make them difficult to improve their English mastery especially on vocabulary. It happens because the teaching media in their school are so limited. The limitation of the teaching media is caused by location of the school which is far from the city. The student need the teacher's creativity to help them develop their knowledge, but sometime it can't happen. Because of that the researcher tries to give solution by doing this experimental research. The researcher hope that word wall media is useful to help the teacher develops their creativity and uses as one of the teacher's reference media. The researcher hopes it can give contribution to increase the student's vocabulary because it is simple, easy, interesting and of course cheap. This media is suitable for the school's condition.

There is researches that have been done for similar topic, has been explained by Umi Nadzhroh (2010) in her thesis *The Effectiveness of Word Wall Media In Improving the Fifth Year students mastery on Vocabulary at SDN 04 Sumberbendo, Pucanglaban, Tulungagung. (An experimental research)*. Based on this research result, she use experimental method which the result of pre-test and post-test have significance or not must be returned to the hypothesis. Alternative hypothesis(H_a) state that teaching vocabulary using word wall as media of teaching is effective to improve students mastery on vocabulary. The used

of word wall will significant if $t_{count} > t_{table}$. Data analysis above shows that $t_{count} > t_{table}$ ($6,469 > 2,262$), so H_a accepted. Null hypothesis (H_o) state teaching vocabulary by using word wall as media of teaching is not effective to improve students mastery on vocabulary. The used of word wall will not significant if $t_{count} > t_{table}$. Data analysis shows that $t_{count} > t_{table}$, so H_o is rejected. Based on the result that are gotten, H_o is rejected or H_a is accepted. It means that there were any significant differences between score of pretest and posttest. It can be concluded that the students mastery on vocabulary after taught by using word wall better that before taught by using word wall. The students vocabulary mastery improve significantly, so teaching vocabulary by using word wall as media of teaching is effective to improve students mastery on vocabulary.

The difference research with researcher is the subject of research is the level of students. Her subject thesis is students elementary level whereas the researcher subject is junior high school level.

In order to improve the learners mastery on English vocabulary, some previous researchers have tried out different technique of vocabulary teaching such as the use of word wall Media, teaching visual aid, etc. To prove the use of word wall is effective for the vocabulary increase of the learners, the writer is interested in doing observation to introduce under the title **THE EFFECTIVENESS OF USING WORD WALL MEDIA TOWARD VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS**

B. Statement of Problem

Based on background of study above, there are three statement of problems which will be investigated by the researcher as follows:

1. How is vocabulary mastery of seventh the grade students at MTs Ahsanul Huda that using Word Wall Media in experimental class?
2. How is vocabulary mastery of the seventh grade students at MTs Ahsanul Huda that not using Word Wall Media in control class?
3. Is there the effectiness of using word wall media toward students vocabulary mastery of the seventh grade at MTs Ahsanul Huda?

C. The Objective of the Research

Based on the problem above, this research has some objective as follow :

1. To know how is vocabulary mastery of seventh the grade students at MTs Ahsanul Huda that using Word Wall Media in experimental class?
2. To know How is vocabulary mastery of the seventh grade students at MTs Ahsanul Huda that not using Word Wall Media in control class?
3. To know Is there the influence of using word wall media toward students vocabulary mastery of the seventh grade at MTs Ahsanul Huda?

D. Scope of the Research

1. The subject of this research is the seventh grade students of MTs Ahsanul Huda Bahalayung
2. This research is focused on the students achievement in learning English by using word wall media in the seventh grade students of MTs Ahsanul Huda Bahalayung.

E. Significant of Research

The result of this research is expected to give contribution to teaching and learning of English especially to improve students vocabulary and give benefit for the school generally, the teacher, students, readers and also the writer.

For the teacher, it is expected that this strategy can be as one of the methods in teaching vocabulary, so the teachers can combine it with other strategy and improve it.

For the students, the writer hopes it can motivate and interest them to increase their vocabulary more with other media.

For the reader, the result of this research can be as an inspiration to develop the Media of teaching and leaning. So, it can be effective media for increasing and improving students' skill especially in their mastery vocabulary.

The last, for the next researchers, the writer hopes it can giving a profitable description to any further researcher which wants to study the

same case , so this study becomes a helpful information and useful references for the next research to observe this problem deeply.

F. Hypothesis

The hypothesis that the researcher will be examined in this researcher :

1. Direction or alternative hypothesis (Ha)

There is a significant difference Influence of using Word wall Media toward students vocabulary mastery between experiment class and control class by using word wall media and control class without using word wall media of the seventh grade at MTs Ahsanul Huda.

2. Null hypothesis (Ho)

There is no significant Influence of students using Word wall Media toward students vocabulary mastery between experiment class and control class by using word wall media and control class without using word wall media of the seventh grade at MTs Ahsanul Huda.

G. Definition of Key Term

1. Effectiveness is the power to have an important effect on someone or something. If student effectiveness someone else, they are changing a person or thing in an indirect but important way.
2. Media is something that used by someone or teacher to make easy on transferring the material or subject to the student. The teacher use

word wall media in teaching learning process. The word wall created a place in the classroom where the students display the meaning of important ideas using word wall and picture.

3. Word Wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in classroom. The word are printed in large font so that they are easy visible 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.
4. Vocabulary is all the word that a person know or list of word with their meaning. Vocabulary is fundamental requirement for students achievement in studying English. Without vocabulary there is no communicate, read and write can be conveyed. So, it is important to know what the vocabulary. Vocabulary term that you might add to the class word wall include transportation, family, hobbies, sport, and color.