

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

The use Word Wall media in teaching vocabulary is something that important. It could help the teacher to teach the students and help the students to understand the material, especially about vocabulary. The previous studies which used this media have been reviewed as the study references as described below.

The first is an article by (Jasmin & Schiesl, 2009), entitled *The Effects of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students*. This project was designed to assess the impact of a Word Wall and Word Wall activities to help build reading fluency with first grade students. The interviews indicated that all students enjoyed Word Wall activities because “they were fun” and they believed that the activities helped them to learn the words. Results of this study suggest that despite student varied academic abilities, the Word Wall activities were one factor that might have helped to build high-frequency word vocabulary.

The second is research by (Nuzulina, 2011) entitled *The Influence of Using Word Wall Toward Student’s Vocabulary Mastery at The Second Year Students of MTs Al-Furqan Dumai*. The aim of the research was to find out the students’ mastery in using vocabulary and find out the information about any influence of using Word Wall in students’

vocabulary mastery. The data analysis shows that there was a significant influence of using Word Wall toward students' vocabulary mastery. It can be seen from the students' vocabulary test scores were higher than before the treatment given.

The third is by (Orr, 2017) entitled *Vocabulary Acquisition: Implementing Word Walls with Images in Science for ELLs*. The objective of this study to find out whether there was a relationship between the vocabulary instructional strategy of a WWwI and the science vocabulary acquisition for ELLs. Most ELLs preferred the images on the Word Wall to help acquire the science unit's vocabulary words. The result indicated the WWwI was an effective learning strategy due to the use of images on the Word Wall to help this specific group of ELLs' acquisition of science vocabulary words.

The next is a research by (Anindyajati & Choiri, 2017) entitled *The Effectiveness of Using Word Wall Media to Increase Science-Based Vocabulary of Students with Hearing Impairment*. The aim of this research was to find out the effectiveness of using Word Wall media to increase science-based vocabulary of students with hearing impairment of the third grade in SLB B YRTRW Surakarta the academic year 2015-2016. This research used pre experimental design and used quantitative analysis. The result of this research is concluded that Word Wall media is effectively increased science-based vocabulary of students with hearing impairment.

The research has some differences with the previous researches. In the previous researches, Word Wall was used in science vocabulary and reading fluency. However, in this research Word Wall only focuses on increasing students' vocabulary mastery about family and profession. By using Word Wall as media to teach vocabulary, researcher hope that the students can memorize the words easily and can enjoy in the classroom. So in this research, the researcher applied Word Wall as a media to improve student's vocabulary in teaching learning process.

2.2 Related Theories

2.2.1 Vocabulary

1. The definition of vocabulary

Vocabulary knowledge has an important role in language skills. The foundation of language form are the words. It means that someone will not be able to communicate affectively or express the idea without having enough words, which called vocabulary. (Hiebert & Kamil, 2005:3) said that vocabulary is the knowledge of meanings of words.

Qiu (2016:18) said that vocabulary is considered as the brick of English language. Sedita (2005:1) stated that vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. Based on the statements above Vocabulary is needed for successful learning of English.

Vocabulary is one of the main components of a language. It has to be mastered by someone if he or she wants to be able to communicate. This statements is supported by Alqahtani (2015:25), vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Similarly, Majaga & Ohoiwutun (2013:1) said there are some skills in English have to be mastered by students, namely, speaking, listening, reading and writing. It means that English vocabulary is needed in many aspect. Without vocabulary, it is impossible for someone in mastering the language skills.

2. Kinds of vocabulary

Mukoroli (2011:6) said that there are different types of vocabulary. The first is reading vocabulary, this refers to all the words an individual can recognize when reading a text. The second is listening vocabulary, it refers to all the words an individual can recognize when listening to speech. The third is writing vocabulary, this includes all the words an individual can employ in writing. And the last is speaking vocabulary, this refers to all the words an individual can use in speech.

In line with Mukoroli, Alqahtani (2015:25) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Alqahtani,2015:25).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Alqahtani,2015:25).

One very important dimension of vocabulary knowledge is receptive vs productive vocabulary knowledge. Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen

while productive knowledge is the knowledge to produce a word when one writes or speaks (Zhou, 2010:15).

3. The importance of vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015:22). It means If students do not have sufficient vocabulary knowledge they will find difficulty to communicate with others.

Vocabulary is a thing to be mastered and should not be ignored so as not to find difficulty in English communication. Supported by Hidayati (2016:2) said, “No matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way”.

Vocabulary is an important and essential element in language learning. Vocabulary as one of the main components should be taught since the beginning level (young learners) (Rahmadhani, 2015:1). By enriching the vocabulary since childhood students will get used to it easier and have no trouble learning language.

4. Teaching English vocabulary in Junior High School

Teaching words is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015:24). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a main factor in teaching a language. Teaching vocabulary is one part of teaching English as a foreign language that should be discussed because when the teaching and learning process takes place, usually there is a problem that arises.

Delmayanti and Al-Hafiz (2013:1) state that the problem of students in teaching vocabulary at junior high school can be the lack of preparing facilities, the lack of English book and the lack of students' parents' attention to control their children to learn English. Another problem also comes from the teacher such as teaching media or topic which is use by the English teacher does not arise the students' interest. Based on this statement, it can be said if adequate learning facilities, enough English books and the attention of parents enough will make students can learn in school better.

In addition, if the selection of topics and the use of innovative media will make students more interested in learning English. Reinforced by Alqahtani (2015:24) that

teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

There were some techniques of teaching vocabulary to make students interested to learning vocabulary as stated by Brewster, Ellis, and Girard in Alqahtani (2015:26) there are:

a. Using object.

It can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word more better through visualization.

b. Drawing.

The objects can either be drawn on the blackboard or drawn on flash cards.

c. Using illustration and pictures.

The pictures connect students' prior knowledge to a new story, and in the process, help them learn new words.

d. Contrast.

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word " good" contrasted with the word "bad".

e. Enumeration.

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection to present meaning. In other words, this technique helps when any word is difficult to explain visually.

f. Mime, Expressions and Gestures.

Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" , " happy"; mime and taking a hat off your head to teach hat and so on.

g. Guessing from context.

This technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own.

h. Eliciting.

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i. Translation.

In some situations translation could be effective for teachers, such as when dealing with incidental vocabulary.

From the explanation above, it can be concluded the problem of students in teaching vocabulary at junior high school can be overcome by the use of innovative techniques, preparing facilities like English book and interesting media and also students 'parents' attention to control their children to learn English. So the learning objectives can be achieved in the classroom.

2.2.2 Word Wall

1. Definition of Word Wall

Cronsberry in Anindyajati & Choiri (2017:15) said that the Word Wall is a group of words that are put on the wall, bulletin boards, check the boards or whiteboards in the classroom. The words are printed large that they can be viewed easily from any seat. These words may come from teachers and students for teaching and learning take place. So the Word Wall will be visible whenever and wherever students are in the classroom.

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 children to easily see and learn (Jasmin & Schiesl, 2009:180).

In addition, a Word Wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard

in a classroom (Foundation & Canada, n.d.). So, Word Wall is a list of words that are used to teach that is made in large size in the class so students can remember the vocabulary in an easy way and attached to the wall or whiteboard.

In this research, the Word Wall made in the form of big letters with the pictures to made it more interesting. Word Wall used several themes that are about family and occupation. For example profession doctor, researcher gave game in the form of profession after that teacher gave explanation about meaning and the duty of doctor. The statements above supported by Harmon, et.al. in (Anindyajati & Choiri, 2017:20) mentioned steps instructional sequence for using the Word Wall, (a) selecting word to teach, (b) introducing words, (c) making connections to the words, (d) using the words in meaningful ways, and (e) sharing the words meanings.

2. Teaching Vocabulary using Word Wall

Anindyajati & Choiri (2017:3) said that the visual Word Wall is able to help the students to remember the vocabulary or the relationship between words. Word Walls taught students about how words work and fostered independence (Dastyck, 2007:14). It can be said if vocabulary is very useful

to be able to connect a word with another word to be the correct sentence.

Word Walls promote independence for students, they no longer need to ask the teacher how to spell a particular word and irregular spelled words that must be learned by sight are on the Word Wall as a reference (Dastyck, 2007:14). It means Word Wall can make teacher easy to teach vocabulary to be understand by students with media that can train students' independence by looking at what to learn and remember on the wall or board. Word Walls also serve to teach word analysis and to build vocabulary from units of study (Jasmin & Schiesl, 2009:304).

Teachers should teach the Word Wall with good preparation. Words that are given should be useful and can be used for students. In addition, the determination of how many words you want to use is also important in the application of Word Wall media. Sartika (2017:180) also said that doing a Word Wall means making the words accessible by putting them where students can see them.

2.3 Theoretical Framework

This theoretical framework is to give clear understanding about theories used as the basis of this study. The researcher focuses on students' vocabulary mastery. Referring of the previous research that

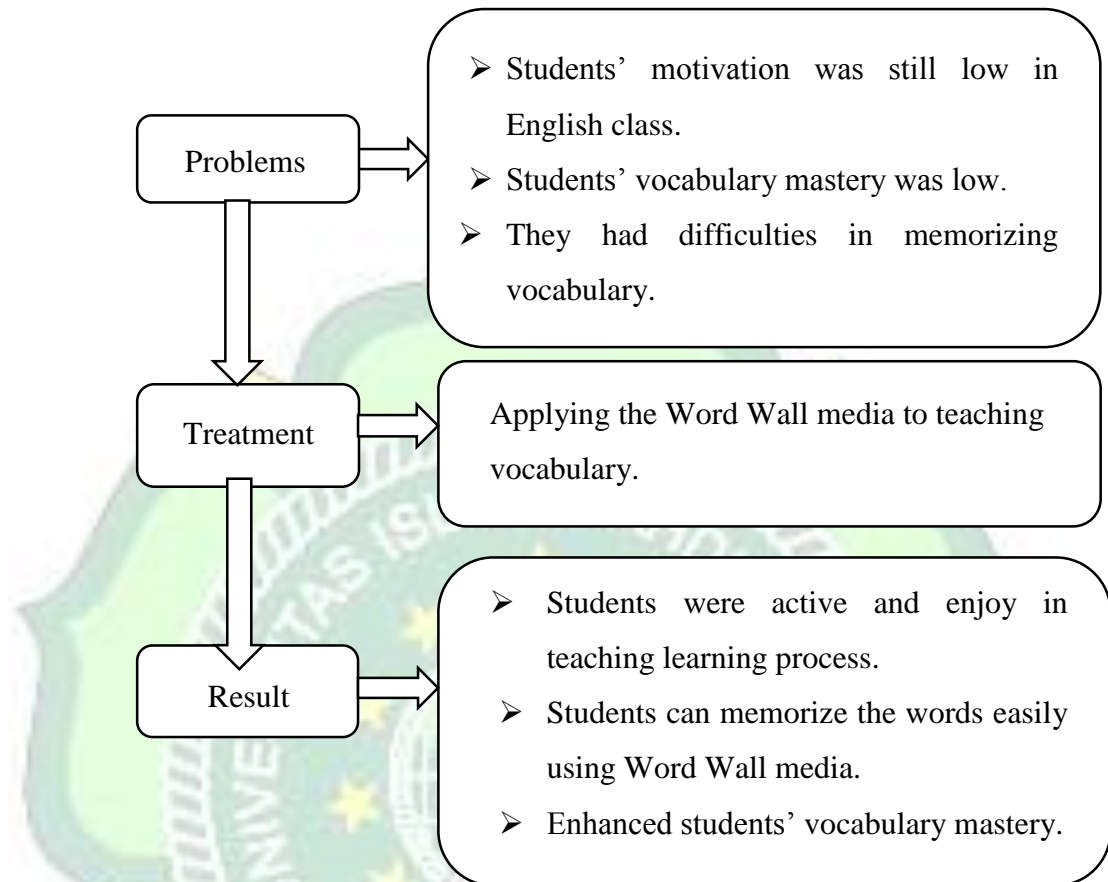
gives good effect to the students' vocabulary mastery, the researcher uses one of media to improve students' vocabulary mastery. The researcher uses Word Wall as a media in teaching students' vocabulary in the classroom.

The good result the use of Word Wall in teaching vocabulary conducted by (Orr, 2017) impress me. (Orr, 2017) implemented Word Wall with Images as media to increasing vocabulary acquisition. He used Word Wall have good effect on vocabulary acquisition in science for ELLs. In addition, thesis by (Henrichs, 2011) investigate interactive Word Walls and student perception of vocabulary. The result was used the Word Walls could support vocabulary comprehension. Students stated that they could rely on the Word Walls to support their understanding of academic vocabulary as well help with spelling.

The researcher assumes in this research that there was a significant effect of teaching vocabulary through Word Wall media toward students' vocabulary mastery at the seventh grade of MTs Nurul Athfal Pelang.

Based on the statement, by using Word Wall as media to teach vocabulary, researcher said that the students can memorize the words easily and can enjoy in vocabulary class. So, Word Wall can be one of enjoyable media to improve student's vocabulary in teaching learning process.

The picture of theoretical framework can be seen as follows:



2.4 Hypothesis

Ho : There is no significant effect of teaching vocabulary through Word Wall media toward students' vocabulary mastery at the seventh grade of MTs Nurul Athfal Pelang.

Ha : There is a significant effect of teaching vocabulary through Word Wall media toward students' vocabulary mastery at the seventh grade of MTs Nurul Athfal Pelang.