CHAPTER I
INTRODUCTION

G. Background of the Research

Reading is an integral part in learning process that should be taught with teacher (Harmer, 1991: 16-18). By teaching reading to the learners, the learners are expected to master reading that the learners will be able to broaden their knowledge, and understand any written text. Thus, reading is very important and it touches all aspects in lives.

Reading is a process on how the readers can get the meaning and comprehend the information of the printed materials. Leu and Kinzer (1987: 8) define reading as a process of getting meaning from print and comprehend it. It means that students will not be able to read unless they have enough vocabulary to get the meaning and understand a text. Stahl and Nagy (2006) strengthen this notion by saying that students will struggle with reading comprehension if they have no enough vocabulary. On the other hand, Alyousef states that students “can improve reading comprehension by expanding their vocabularies and gaining greater control over complex syntactic structures” (2006: 65). Therefore, vocabulary is an important component in learning reading comprehension, and it should be taught in reading.

In teaching reading, teacher’s role is very vital. In educational field, a professional teacher is not merely only teaching in the class without concerning to students, otherwise the teacher must concern to students’ difficulty and in
providing an attractive learning that can encourage students’ motivation in learning the subject. In fact, based on the interview one of the 9th grade English Teachers in SMP N 1 Karanglewas done on December 15th, 2012 showed that the teacher was still confused in choosing the appropriate instructional method to make the students active and acquire reading properly. The teacher also said that the students’ lack of vocabulary became the main obstacle in the teaching and learning reading. She also tried to give them some vocabularies in teaching reading, but there was no progress shown because the next day the students will always forget the vocabulary given. Thus, this condition will be appropriate for this research in trying to test whether Word Wall Activities are able to be an effective instruction in enhancing students’ ability in comprehending reading.

As the syllabi of the second semester in 9th grade of junior high school studies about report and narrative text, this research will be focused on the reading of narrative text as the material taught by using Word Wall Activities as the method.

In addition, the consideration in choosing Word Wall Activities is that it is expected to help students in comprehending reading by developing their vocabulary knowledge. The Word Wall which displays some vocabularies on the wall provides opportunities for multiple exposures to vocabulary items. Thus, it helps to trigger the students’ memory when they could not remember the word exactly, and it is expected to cause long-term memory. Its activities will also encourage students to make connections between new and known words, and it can be used in response to meaningful contexts or to build relevant context around
new words. Equally important, the Word Wall Activities promote active student’s involvement, a key to effective learning in general. Therefore, a title of “The Effectiveness of Word Wall Activities in Teaching Reading” is decided in conducting a research.

**H. Reason of Choosing the Topic**

There are some reasons in choosing the topic.

a. Reading is assumed as one of the foundations of success. It is because in this globalization era, most information is provided in written form, so that people will be left behind if they have no sufficient reading skill. In reading, vocabulary knowledge is the primary component in reading comprehension. To comprehend reading, people must have enough vocabulary knowledge, if they have not, then they will only comprehend nothing. Unfortunately, there is no direct teaching of vocabulary in Indonesia. Therefore, this research tries to use activities that can enhance students’ reading by inserting vocabulary knowledge in teaching reading.

b. In teaching reading, it should involve students’ engagement, motivational factors and vocabulary supply, so the students are expected to get vocabularies enhancement that will affect their reading comprehension.

c. Word Wall Activities are chosen because it gives exposure of the words on the wall that can trigger the students’ memory when they could not remember the words. The more the students remember the words the more they will comprehend their reading. These activities also supply reading
fun activities which included vocabulary knowledge and students’
engagement. In addition, these activities also encourage students’
motivation in learning. In conclusion, teaching reading through ‘Word
Wall Activities’ are expected to be able to enhance students’ reading
comprehension.

I. Problem of the Research

The problem of the research is “Are Word Wall Activities effective in
teaching reading?”

J. Aim of the Research

This research is aimed to find out whether Word Wall Activities are
effective or not in teaching reading.

K. Contribution of the Research

The contribution of this research is for all English teachers notably for the
English teachers of SMP N 1 Karanglewas. This research is intended to help the
teachers in providing an effective method in teaching reading, and the method
used is Word Wall Activities.

L. Clarification of the Terms

The definition of the terms which are stated in the title of this research will
be delivered in order to get some perception of the key terms.
1. Effectiveness

The effectiveness is how successful the thing is. It occurs based on the specific of interaction, but rather on simple fact that the experiment is being conducted (Tuckman, 1978: 152).

2. Word Wall

A Word Wall is a display of words on the wall or bulletin board of a classroom that is used as a visual reminder of material that is being learned (Baumann et al., 2007: 110).

3. Activities

Activities means the class instructions which the students work collaboratively and they are encouraged to use Word Wall (Jasmine and Schiesl, 2009: 307).

4. Teaching

Brown and Hatch (2000: 7) define teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

5. Reading

Leu and Kinzer (1987: 8) define reading as a process of getting meaning from print and comprehend it.