CHAPTER II
THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

According to Napa (1991: 6), vocabulary is the basic element of language, and that is why no language exists without words.

According to Nunan (1983: 125), vocabulary is one of language components. Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use (Brown, 1995: 1).

Based on the explanations above, it can be concluded that vocabulary is the basic of language components and a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.

2. The Importance of Vocabulary

According to Tarigan (1984: 82), vocabulary is the point of language learning. Language skill depends on mastering the vocabulary. The more vocabulary is mastered, the bigger possibility that somebody has in language is.

Vocabulary has an important role in making up a language. It is one of the basic elements, and that is why no language exists without words. This is a means by which people exchange either thought. The more words somebody learn, the more ideas more effectively (Napa, 1991: 6).
Vocabulary is very important for learning English, so the students are hoped to master some skill as reading, writing, speaking, and listening. The vocabulary can help the students or the learners to acquire a considerable understanding of words. Vocabulary has to be mastered more and more because the lack of vocabulary often brings many troubles for us as English learners.

From those statements, it can be concluded that vocabulary is needed in order to master four language skills namely reading, writing, speaking, and listening.

3. The Principle in Teaching Vocabulary

There are a lot of way to learn vocabulary in terms of its range, the number of words and phrases to learn, and the depth of knowledge students need to know about each vocabulary item. Materials can help students in two broad areas. First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners’ needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies that they can use to continue learning outside the classroom. There is a vast total of research into how learners learn best and how teachers might best teach.

The principles of teaching vocabulary which can help students learn vocabulary more effectively are as follows:
a. Focus on Vocabulary

Give vocabulary a high profile in the syllabus and the classroom so that students can see its importance and understand that learning a language is not just about learning grammar (O’Dell in Jeanne, 2007: 20).

An important vocabulary acquisition strategy which Nation in Jeanne (2007: 20) calls “noticing” is seeing a word as something to be learnt. In this view, knowing what to learn is a necessary prerequisite to learning. Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments. The materials can help teachers in this in the following ways:

1) providing clearly marked vocabulary lessons,
2) making the target vocabulary set stand out, including focused practice and regular review, and
3) giving lists of vocabulary to be learned for the lesson

Structured vocabulary notebook exercises which are designed to make students focus on a particular vocabulary set or feature are a good way of developing the strategy.

b. Offer Variety

Tomlinson in Jeanne (2007: 20) suggests a number of principles for developing successful material, and this can be done with unusual and appealing content, attractive presentations, and variety of vocabulary.
Teachers can use different ways to present vocabulary including pictures, sounds, and different text types with which students can identify: stories, conversations, web pages, questionnaires, and news reports. In each of these contexts, topics should be relevant to students’ interests. Similarly, practice activities should vary and engage students at different levels. These should range from simple listening and repeating type of practice through controlled practice to opportunities to use the vocabulary in meaningful and personalized ways. Offering variety of vocabulary also means catering to different learning styles.

c. Repeat and Recycle

Learning vocabulary is largely about remembering. Students generally need to see, say, and write new words many times before they can be said to have learned.

Some suggest that an impressive amount of learning can take place when students learn lists of paired items. Others suggest that this learning does not aid deeper understanding of the words or help develop fluency. However, most agree that repetition is an important aid to learning and that having to actively recall or retrieve a word is a more effective way of learning than simple exposure or just seeing a word over and over (Sokmen in Jeanne, 2007: 21). Repeating words aloud helps students remember words better than repeating them silently. Another area of research is how long students can remember words after first learning them, and again researchers agree that forgetting
mostly occurs immediately after the students first learn something, and that the rate of forgetting slows down afterward. The implications for the vocabulary classroom are self-evident. Review vocabulary as often as possible in activities that have students actively recall words and produce them rather than merely see or hear them.

d. Make Vocabulary Learning Personal

Related to the point above, materials should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives. Students should be encouraged to add vocabulary they want to learn.

e. Do Not Overdo It!

Another important point is not to overload students. There are limits to how much vocabulary anyone can absorb for productive use in one lesson, and this will be affected by how “difficult” the words are and how much students are required to know about them. If vocabulary sets ever seem too daunting for students, allow them to choose which items they want to prioritize.

f. Use Strategic Vocabulary in Class

Since the classroom may be the main or only place that students hear or use English, it is important to include in lessons the strategic vocabulary, as it makes up so much of spoken vocabulary. If textbook does not include this as part of the syllabus or contain presentation and practice activities like the ones, it will be up to the teacher as the most experienced user of English.
To find ways to introduce this type of vocabulary in class. It is useful to look at the different types of talk that happen in classrooms, which Walsh in Jeanne (2007: 24) divides into four modes, it has different teaching aims and different functions, those are:

1) Managerial mode refers to the way teachers organize the class and move between activities. In doing this, it is possible to use a range of basic discourse markers for starting, concluding, and changing topics.

2) Materials mode refers to the talk that takes place when teachers and students are doing an activity in the materials. This includes eliciting answers from students, checking and explaining answers, and giving feedback on answers. In this type of talk, it would be useful for teachers to model different kinds of responses when evaluating students’ answers and when seeking clarification.

3) Skills and systems mode is the largely teacher-directed talk that goes on when the teacher is trying to get students to use a particular language item or skill and will involve the teacher in giving feedback, explaining, and correcting.

4) Classroom context mode refers to the type of language learners use when they are talking about their personal experience or feelings sometimes called “freer practice activities”. Here, the teacher’s role is to listen and support the interaction, which is the most like casual conversation that learners will engage in. Teacher can support these
conversations by teaching all the types of strategic vocabulary in order to help students manage their own talk, relate to other students respond, and manage the conversation as a whole.

Finoncchiaro (1974: 73) draws some premises and comments related to the vocabulary teaching.

a. Not all of the words students hear during any lesson need to become a part of his “active” vocabulary during that lesson or even in later lessons. Some words in the new language will remain “passive”. That is, somebody understand them when hear or read them, but somebody do not use them ourselves in speaking or writing. The vocabulary for active use should be systematically presented or practiced.

b. Vocabulary should always be taught in normal speech utterances.

c. New vocabulary items should always be introduced in known structures.

d. Whenever possible, the vocabulary items should be centered on one topic.

e. A familiar word is met in a new context. It should be taught again and practiced.

f. Vocabulary items should be taught in the same way we teach everything else.

g. Vocabulary should be practiced as structures are practiced in substation drills, transformation drills, questions and answers.

h. Vocabulary should be reintroduced many times with all the structures and in all the situations in which they can logically be used.
i. Students should be encouraged to learn and use nouns, verbs, adjectives and adverbs, which contain the same roots. We can help the learners prepare four columns word chart, e.g.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>difference</td>
<td>(to) differ</td>
<td>different</td>
<td>differently</td>
</tr>
</tbody>
</table>

In this research, the forms of vocabulary that will be taught are nouns, verbs, and adjectives.

4. Teaching Vocabulary

Teaching vocabulary is the link four skills of reading, writing, speaking and listening. To improve the students’ vocabulary, the students must be able to spell, pronounce the words and also know the meaning of the words.

Vocabulary is a major element of the language and the good essential for teacher at all grade levels. As an English teacher, we should know the techniques of teaching vocabulary which are suitable for the students. According to Harmer (1987: 85), the techniques of teaching vocabulary which can be applied in classroom are as follows:

a. Using Realia

Realia means the use of real object that can be seen by the students. The teacher gives such a real thing the classroom, so the word can be easily explained.

b. Showing Picture

Picture is a visual repetition or imaged painted, drawn, photographed. Picture can be used to explain the meaning of vocabulary
items. Teacher can draw things on the board or bring picture in the classroom. Pictures can be wall pictures and charts, magazine pictures and the other non-technical visual repetition.

c. Word Association

In teaching new vocabulary, a teacher mentions the things connected the words. For the examples the words: banana, apple, orange, mango and starfruit for the word “fruit” and the words: classroom, laboratory, library, canteen and office for the words “school environment”.

d. Translation

Translation is quick and very easy way to present the meaning words, but it is not without problems. In the first place it is not always easy to translate the words and the second place, even.

e. Mime, Act-ion and Gesture

It is often difficult or even possible to explain the meaning of words and grammar either thought the use of reality or picture.

f. Contrast

Somebody sees how word exist because of their sense relations, and this can be used to teach meaning. Somebody can present the meaning of “cold” by contrasting it with “hot”. Somebody may present the concepts the picture, mime and by drawing attention on the contrast in meaning we ensure our students understanding.

Example:  Dirty $\rightarrow$ Clean

True $\rightarrow$ False
g. Enumeration

Enumeration is things on a list one by one. We can use this to present meaning. We can say “animal” and explain this by enumerating or listing various items like elephant, bird, monkey, etc. The word animal will be clearly understood.

Example: Day → Sunday

Month → January

h. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner or elementary school level. It will be important to give such explanation to make sure that the explanation includes information about when the items can be used.

Example: Mate → Friend

Expert → Person

i. Cartoon

Cartoons are media, which are easy to understand and very interesting. It contains humorous aspect that can be appreciated by the children. In education, cartoons also have power to attract the students’ attention. They are so impressive and interesting that the information presented by cartoon will be interesting stay longer in the students’ mind.
5. Learning Vocabulary

Words are very essential and having lack of them makes the students unsecured. In learning a language people always try many ways. According to Lado (1972: 1), there are some methods which maybe able to help the learner to learn and master vocabulary well:

a. Dictionary

Obviously, a language learner has to have at least good vocabulary. Meanwhile when the students have troubles catching the meaning of word, dictionaries can be used effectively if the students are aware of words limitation and consult them only to find a quick definition.

b. Note Book

One of the most effective ways to control the learning of new words is to keep a small one in our pocket so that somebody can write down word whenever see them.

c. Guessing the Meaning

Often, especially in reading, the students will find words whose exact meaning is not absolutely necessary for them to know in order to understand the sentence. Therefore, don not run to the dictionary every time you meet a strange word wait and see if something else in the context becomes a clue to its meaning.

Brown in Hatch (1995: 373) states that there are five essential steps in learning vocabulary as the follows:

a. Having sources for encountering new words.
b. Getting a clear image, either visual or auditory of both, for the forms of the new words.

c. Learning the meaning of the words.

d. Making a strong memory connection between the forms and meaning of the words.

e. Using the words.

6. The Problem of Learning Vocabulary

   Learning is the process and acquisition the end result of vocabulary development. A new vocabulary item is acquired when the learner can identify its meaning and out of context and it can be used naturally and appropriately. In other words, we can only talk about acquisition when learners have both productive as well as receptive control of the new item.

   According to William in Riza (2013: 9), there are some problems indirectly faced by students in learning vocabulary items as follows:

   a. Pronunciation Problem

      The pronunciation problems are as follows:

      1) Similar sound in two words which have different variants

      2) Sequences of sounds in one word

      3) Classification of sound

   b. Spelling Problem

      The spelling problems are as follows:

      1) Misunderstanding between speaker and hearer

      2) The students do not know the spelling of a word
c. Memorizing problem

The memorizing problem are as follows:

1) The students have low motivation to learn vocabulary
2) The students are reluctant to memorize the new words
3) The students do not always use the words they have known to communicate in daily activity
4) Some of English teacher do not find and use proper teaching techniques which maintain the student’s ability of memorizing the words. For that reason, English teacher should know a strategy which is suitable with the instructional objectives

d. Meaning problem

It is reasonable that the Indonesian learners are difficult to understand the meaning of English words. Sometimes the meaning of words changes because of the function in sentences. Whether it is a noun or a verb, and also a word may have more than one meaning.

For all of those problems, Word Wall can handle spelling and meaning problems. By using the Word Wall, it can be expected that the students can master the spelling the new vocabularies and understand the meaning of those new words.

7. The Types of Vocabulary

There are many types of vocabulary. According to Thornbury (2002: 3-12), there are six types of vocabulary as follows:
a. Word Class

Word class is an important feature in semantic feature analysis. The classification of the words of a language in this way is dependent on their function in communication. According to Hatch (1995: 218), the word classes can be classified into several classes are as follows:

1) Nouns

Nouns are words that refer to a person, place, or thing. Some nouns are very similar to verbs in meaning, events such as swimming, dancing, and praying, which bring verb qualities to nouns. Some nouns are also very like adjectives in meaning. Colors and numbers illustrate this well.

2) Verbs

Verbs are words that denote action. Verb has two classes. First, lexical verb (can be told “dictionary verbs”) is having meaning such as run, jump, sit and stand. Second, auxiliary verb (can be told “helping verbs”) which generally used for the purpose of grammatical than for meaning such as can, may, might, and will.

3) Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color names. Adjectives may also seem like verbs. Slow can be an adjective when we talk about “a slow race”, but it could be a verb if we say “The runner slowed after he cleared the last hurdle.”
4) **Adverbs**

Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determines that directly modify nouns. However, intensity can be expanded into a scale such as *slowly* to *quickly* for manner adverbs; *yesterday* to *tomorrow* for time adverbs; *here* to *there* for place or locative adverbs; and *always* to *never* for frequency adverbs.

Nouns, verbs, adjectives, and adverbs are considered to be the major word class. They are sometimes called open classes, which means that new nouns, verbs, adjectives and adverbs are easily added to the language. When words are borrowed from one language to another, they almost always fit into one of these open classes. Nouns, verbs, adjectives, and adverbs are also typically content words that have semantic qualities that can be described.

From those explanations, the word classes are considered as important component in learning vocabulary. The word classes that will be taught by the writer are nouns, verbs, and adjectives. In the learning vocabulary, the process applied to the students’ activities are in the form of classifying words, spelling the words and looking for the meaning. The word given is based on the material of the seventh grade of junior high school.
5) Word Families

Word families more famous in morphology and syntax. This type discusses about prefix and friction of word forms.

Example: Play → Plays → Played = Inflected

Play → Replay → Playful = Derivatives

6) Word Formation

There are some word formations in English. The formations are as follows:

a) Compounding

Example: Second-hand
Typewriter
Word processor

b) Blending

Example: Information + Entertainment = Infotainment

c) Conversion

Example: I always google every information I need.

The word “google” is actually a noun, but it is turned into verb.

d) Clipping

Example: Electronic mail = e-mail
Influenza = Flu

7) Multi-word units

Most of this vocabulary discusses about the phrasal verbs and idioms.
Example: Look for
Look after Phrasal Verbs
Throw on
Famous last word
Jack me around Idioms
Eat your words

8) Collocations

Collocation is the relationship between the words or groups of words that often go together and form a common expression.

Example: This week
Once more
Once again

9) Homonyms

Homonyms are words different in meaning but either identical both in sound and spelling or identical only in sound or spelling.

Example: Watch  → small clock worn on the wrist (N)
           → look at (V)

Page  → one sheet of paper (N)
       → to call someone or electronic pager (V)

From those explanations, the type of vocabulary that will be taught are nouns, verbs, and adjectives.
8. The Evaluation of Vocabulary

a. Aspect to Evaluate

According to Nurgiyantoro (2001: 213), the aspects of vocabulary which can be evaluated are:

1) Pronunciation

It is to know the students can pronounce the vocabularies that have been learned.

2) Spelling

It is important to memorize the letter of vocabulary. The students need to know how to spell words.

3) Meaning

It is to give the meaning of vocabularies, and use vocabulary in appropriate sentence.

4) Structure

It is to know, identify and differentiate the form of vocabulary in appropriate sentence.

The writer uses two aspects of vocabulary that will be evaluated: spelling and meaning.

b. The Type of Test

According to Hughes (1989: 147), there are two types of vocabulary testing.
1) Recognition

This is one of the evaluations that can be recommended without too many reservations. Items may involve a number of different operations:

a) Synonyms

All of the options are words which somebody is expected to know.

b) Definitions

All of the options are about the same length.

c) Gap Filling (multiple choice)

The context should not itself contain words which somebody is unlikely to know. It is rather than a definition or a synonym, can be used to test knowledge of a lexical item.

2) Production

The testing of vocabulary productively is so difficult that it is practically never attempted in proficiency tests. Information on receptive ability is regarded as sufficient. The evaluations that can be used are as follows:

a) Pictures

It is obviously restricted to concrete nouns that can be unambiguously drawn.

b) Definitions

It can be defined entirely in words more common or simpler than themselves.
c) Gap Filling

It can take the form of one or more sentences with a single word missing.

The type of vocabulary testing that will be used is recognition type. The writer will use gap filling in the form of multiple choice and matching the description with picture to evaluate the vocabulary mastery. The type of vocabularies that will be tested are nouns, verbs, and adjectives. The aspect covers spelling and meaning. The writer will use multiple choice and matching the description with picture for both pre-test and post-test. The total number of test item is 25. It consists of 20 items of multiple choices and 5 items of matching the description with picture. The topics are about describing things, describing people, and describing places.

Below are the examples of the test items:

Multiple choice:

1. The baby is so funny.
   The synonym of funny is . . .
   a. cute
   b. beautiful
   c. happy
   d. good

2. Her body is slim. The meaning of slim is . . .
   a. thick
   b. large
   c. slender
   d. fat
Matching the description with picture:

<table>
<thead>
<tr>
<th>1. It is kind of animal. It can fly.</th>
<th>a.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. We use it on my hand. It used to know the time.</td>
<td>b.</td>
</tr>
</tbody>
</table>

B. Word Wall

1. The Definition of Word Wall

According to Trisha (2001: 3), Word Wall is an organized collection of words written in large print and displayed in an area of the classroom where it can be easily seen. Designed to promote group learning, a Word Wall serves as a great classroom tool for individual student. It provides a rich context for active and ongoing learning that meets the needs of the students. A Word Wall is a constant work in progress as students practice and master each new set of word.

According to Janiel (1999: 102), Word Wall is systematically organized collection of words displayed in large letters on a wall or other large display in the classroom.
Based on the explanations above, it can be concluded that Word Wall is an ongoing, organized display of words that provides visual references for students’ learning in the classroom.

2. The Principles of Using Word Wall

Janiel (1999: 11) says that the principles to build and using Word Wall successfully are as follows:

a. Word Wall should be built over time with shared ownership between teacher and students. The more involved students are, the more likely they are to use the wall purposefully.

b. Words are harvested from rich language contexts. Do not just slap up a list words. Know the purpose for each wall and look for words in real literacy contexts that will serve that purpose.

c. Word Wall should be kept as simple as possible. Be choosy about what goes on your wall. Use key words. One word, not a whole list, should represent a sound or spelling pattern.

d. Words on the walls should be visible to everyone. The words on the walls must be clearly visible, even from the back of the room.

e. What to build and when to add is based on students needs. Walls must be kept developmentally appropriate for the class.

f. Use of walls as helpful references must be modeled. Do not just use Word Wall for wordplay aimed at having students learn certain letters or words.
3. **The Advantages of Using Word Wall**

   There are several advantages of using Word Wall. According to Trisha (2001: 3), Word Wall serves a variety of purposes as follows:

   a. Providing a visual for students that helps them remember connections between words and concepts.
   
b. Providing the ongoing support for varied language learners.
   
c. Making the Word Wall is very easy and it is fun to be used.
   
d. Serving an important tool for helping students learn to read and spell new words.
   
e. Holding the students accountable for spelling specific words correctly at all times.
   
f. Promoting the independence in reading and writing by building vocabulary.

4. **Making Word Wall**

   In making the Word Wall, the writer makes the key words in certain themes in accordance with the curriculum and writing with large letters on a piece of cardboard the size as much as possible can be seen clearly by all students in the class. Key words can be nouns, verbs, or adjectives customized with themes that will be studied. The writer provides between 5 to 10 words in each week. It is the writer point out in terms of the quality of those words will always be easily remembered by the students and not of the number of vocabulary but easily forgotten for students.
Choosing the words is important to begin with a blank Word Wall and add new word each week. There are rules in choosing the words for Word Wall as follows:

a. Write the Word Wall words on colored paper, in large print, with black ink. The words can be cut in the shape of the letters, but it is not necessary.

b. Avoid writing on red, dark purple, dark blue, or dark green construction paper because it is too hard for students to read the words.

c. Tape the words onto your Word Wall rather than stapling them so they can be easily removed for use with some of the games and activities.

d. Introduce approximately five words a week, depending on your grade level and the difficulty level of the words.

e. Expose students to many different types of words. Use high-frequency word along with phonograms (word families), contructions, antonyms, synonyms, and homophones.

5. The Types of Word Wall Activity

There many types of Word Wall activity that can be used with the students. Some Word Walls focus on a particular theme or content area. Others focus on parts or types of words. Use various types of Word Wall to teach students different ways to analyze words. The types of the Word Wall activity are as follows:
a. Whole Class Activities

1) Mystery Word

Introduce a new word by writing the letters in a scrambled order. To assist students in unscrambling the word, give clues, either about the word’s meaning or spelling. Students apply their knowledge of spelling patterns, as well as activate their prior knowledge, depending on the clues given.

2) Missing Word

As a class, read aloud the words on the Word Wall. Ask students to close their eyes as the teacher remove one word from the Word Wall. Have them open their eyes and try to identify the missing word. Ask students to whisper the word and its spelling to a classmate. If they are having difficulty identifying the word, give location clues such as “the word is in the top row of the Word Wall or the word belongs somewhere between Aa and Ea. Repeat the activity using different words from Word Wall.

b. Small Activities

1) Word Pictures

Working in teams, students select one of the words from the Word Wall and illustrate it on the board or on chart paper. The opposing team gets a point for a correct guess and illustrates another word.

2) Word Relationships

Each student shares the word on the word card with a partner, and together, they decide on a way that their two words are related or
have something in common. A time limit could be imposed after students rotate to a new partner and repeat the process. After doing this a few times, the pair could join another pair, and see if they can find a relationship between the four words. Discussing similarities and differences helps students to master new vocabulary meanings.

3) **Library Pocket Word Wall**

The class is divided into several groups. Each group should classify the targeted words and analyze them of their formal features of – e.g. verbs, nouns, and adjectives. Each student of groups find out the meaning and make sentences using the targeted words. After finishing all, teacher asks each group to come forward. Each group should match the targeted words with entering it into appropriate pocket of Library Pocket Word Wall.

c. **Individual Activities**

1) **Memory Association**

Encourage students to make connections and increase comprehension by selecting a Word Wall word that connects to a positive personal memory. Students explain the connection in writing and share their writing with a partner. Volunteers read their writing aloud to the class.

2) **Word Search**

Students use the words from the Word Wall to create a word search puzzle. Students exchange word searches with a partner and find the Word Wall words.
3) Concept Map

Students create a concept map for words that define complex concepts. They place the word in a circle or box on the centre of a page and then draw other circles/boxes branching off the centre to contain subtopics which can then be further broken down.

Based on the explanation above, the activity that will be used by the writer is Library Pocket Word Wall. It is interesting and enjoyable for the students in learning vocabulary.

6. Teaching Vocabulary Using Word Wall

In this research, the writer wants to conduct English vocabulary teaching by using Word Wall in the experimental class. Teacher and students have to know the rules to use Word Wall.

Before teaching the experimental class, the teacher makes preparation as follows:

a. Selecting the theme which has correlation with the lesson.

Example: Nouns (book, scissor, floor and etc.)

Verbs (take, throw, put and etc.)

Adjectives (ugly, pretty, thick and etc.)

b. Providing the Word Wall, text, and worksheet.

c. Dividing the class into some group. Each group consists of 4-5 students. Then, the teacher gives the name for every group.

d. Explaining the rule that should be done by the groups.

e. Distributing the text and worksheet.
Word Wall will ease the students to know and understand new vocabulary, so that they will be able to remember the vocabulary easily. Word Wall is interesting for the students. The students can use Word Wall in mastering the spelling and understanding the meaning of the words. The procedures of teaching vocabulary by using Word Wall are as follows:

a. Giving every group a text and worksheet in the same theme
b. Asking the students to read the text
c. Asking the students to mention the targeted words and classifying them in term of their formal features of – e.g. verbs, nouns, and adjectives related to the text
d. Asking the students to find out the meaning of the targeted word
e. Asking one student from each group to come forward and classify the targeted words using Word Wall in front of the class
f. Checking the students’ activities. The group who can match the words correctly will be the winner.

Below is the scheme of teaching vocabulary by using Word Wall:
The students will be more interested in classifying the words based on the word classes because Word Wall has the same shapes and more colors. It is expected that the students are able to differentiate all the words into nouns, verbs, and adjectives. There are four pockets in each Word Wall. The main pocket is “WORDS” pocket, it consists of nouns, verbs, and adjectives. The other pockets are “NOUN”, “VERB”, and “ADJECTIVE” pocket, there is no word in those pockets.

7. The Rationale of Word Wall in Teaching Vocabulary

Word Wall is effective to teach vocabulary especially in spelling and meaning. The Word Wall as the combination of shapes and colors has a deniable power to create fun atmosphere in teaching and learning process and motivate the students participation actively.

Spelling is one of the important aspects to master vocabulary. Word Wall is designed to serve as visual representation and a common classroom tool used to support reading and writing by building vocabulary. Word Wall offers a visual reminder to expose the students to words throughout the day, not just at writing and reading time. Word Wall can be a great source of fun and active learning. Seeing words on the wall helps them become excited about words and understand that words are important and can be used over and over again. The Word Wall helps them learn the differences between nouns, verbs, and adjectives. It provides extra exposure and challenge for students who have many different skills and interest levels. They always look first at the Word Wall when they are unsure of how to spell a word.
Knowing the meaning of words is also important to teach vocabulary. The students should have many vocabularies because they can not get better achievement in four skills of reading, writing, speaking, and listening without mastering vocabulary. Word Wall has many words that can help the students to master vocabulary. It is easy for the students in understanding the meaning of words. Word Wall provides visual aids that assist to illustrate word meanings and conceptually organize words to deepen understanding the meaning. By using Word Wall, the teaching process will be more communicative and fun. So, Word Wall can increase the students vocabulary masteries because it always in their memories and also easy to see.

In conclusion, learning vocabulary using Word Wall is effective and interesting way that can be applied in classroom. Word Wall is used not only for fun, but also more importantly for the useful practice and review of language lessons, thus leading toward the goal to encourage the students’ vocabulary mastery in mastering the spelling and understanding the meaning of the words.

C. Basic Assumption

Teaching English vocabulary is difficult. The students have to practice continuously. It became the difficulties for them because they should study hard to attain the goal of the teaching and learning process. The teacher has the biggest influences in teaching process. The teacher needs a teaching media to help students recognize vocabulary. Different process of teaching and learning vocabulary will give different experience for the students in remembering and understanding new vocabulary.
The use of appropriate medium is one of the innovative ways to give new experience for the students in learning process. There are many teaching media, one of them is using Word Wall. In this case, Word Wall is considered as an innovative medium to help students get vocabulary. Word Wall will ease the students in remembering the spelling and understanding the meaning of words. Word Wall is interesting for the students because of their size, kind, and color.

A good planning does not assure that there is no problem during the teaching and learning process. The students often face difficulties during learning process. Word Wall has ability in helping the students in learning vocabulary. It can ease the students to classify the words based on the word classes.

This research is supported by Riza (2013) who conducted a research about Teaching Vocabulary using Word Wall at SMP Muhammadiyah 10 Belik. It showed that Word Wall was effective for teaching vocabulary. By classifying the words between nouns, verbs, and adjectives. The students would be interested and enjoyable in learning vocabulary. So, it would be easier for them to master the spelling and understand the meaning of new vocabulary.

D. Hypothesis of the Research

From the theoretical review above, the writer proposes that teaching vocabulary using Word Wall is an effective way of learning for students’ vocabulary mastery.