

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is one of the important elements and as a basic part in learning English that should be mastered well. By mastering vocabulary, the students could learn English easily. It gives a big influence in every skill when the students learnt English. The students are able to speak fluently because they had a lot of vocabularies. According to Dellar and Hocking in Thornbury (2002: 13), learners would see the most improvement of their English if they learnt more words. It showed how important vocabulary was.

There are many purposes of teaching vocabulary. Among others are to prepare and to introduce the students in using English as a foreign language and to make them ready to study English at the higher levels of formal education. There are three main elements of vocabulary: spelling, pronunciation and meaning. The teacher has to teach not only the meaning of the words but also spelling and pronunciation.

Because of the importance of vocabulary in communication, it must be learned from the easy to difficult one. Teaching vocabulary in Junior High School was different from teaching vocabulary in Senior High School. It was why mastering vocabulary in Junior High School was very important. However, some students found it difficult to master English vocabulary.

The English teacher of SMP PGRI Somagede found at least four problems dealing with students' mastery in learning vocabulary. First, the

students could not spell the word well. Moreover, the students could not pronounce the English word well. Then, sometimes the students did not understand the meaning of the words. The last one was the students had difficulty to memorize the word.

From the problems above, it is clear that the teaching of vocabulary needs improvement, not only on the activities but also on the way of teaching used by teacher in classroom. The English teacher as the collaborator of this research decided to change the way of her teaching especially the using of the media for teaching vocabulary. The media which was used for teaching vocabulary was Word Wall. The main purpose of word wall was to help students build sight word recognition so they could recognize them at a glance (Huebner & Bush, 1970). In addition, word walls were also a visual that help students remember connections between words (Callella, 2001), retain knowledge of the word and ultimately read them with automaticity (Ehri, 2005). Word Wall was implemented in a Classroom Action Research entitled “Improving Students’ Vocabulary Mastery through Word Wall at the Seven Grade of SMP PGRI Somagede in Academic Year 2014/2015”.

B. Reason for Choosing the Topic

Students often found a lot of difficulties in learning English, especially in learning vocabulary. They got difficulty to spell the words, difficult to pronounce the words, sometimes they did not know the meaning of the words and also difficult to memorize the words.

To make students did not feel bored, the teacher used Word Wall to attract students' interest in learning vocabulary so that the students could improve their vocabulary. Word Wall was one appropriate way to make learning vocabulary interesting because Word Wall made the students could spell and pronounce the words, could understand the meaning of words easily and could remember the words.

C. Problem of the Research

Based on the background of the research, the problem of this research was “Could Word Wall improve the students' vocabulary mastery?”

D. The Aim of the Research

The aim of the research was to know whether or not Word Wall could improve the students' vocabulary at the VII grade of SMP PGRI Somagede.

E. Clarification of Term

To understand the topic easily, the key terms of the study were classified as follows:

1. Vocabulary Mastery

Hatch and Brown (1995: 1) stated that the term of vocabulary refers to a lists or set of words for a particular language or a lists or set of words that individual speakers of a language might use. If the students had a lot of vocabularies, they would make a good communication with other peoples.

Pei (1976: 586) stated that mastery means the state of having control over something eminent skill or through knowledge.

In conclusion, vocabulary mastery was having control of set of words.

2. Word Wall

Word Wall was a media that used the aid or keyword so that the students could group the words based on the aid word. The aid words were displayed on a wall and printed in a large font so that the students were easily visible from all students seating areas.

F. The Contribution of the Research

1. The Students

- a. The students had different class atmosphere in learning vocabulary by using word wall.
- b. The students had different experience and different activities by using word wall.
- c. To be motivated and interested for them in learning English especially in vocabulary.

2. The Teacher

- a. Got experience in presenting “ Word Wall “ when teaching learning.
- b. It could be used as an alternative technique of teaching vocabulary.