CHAPTER I

INTRODUCTION

Chapter I of this research presents background of the study, statement of the problem, purposes of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of study

As an international language, English is a medium of interaction and communication among people from different parts of the world. Therefore, English is the most popular language in the world. There are four language skills that should be mastered in English learning: listening, speaking, reading, and writing. To master those skills, language learners need to learn vocabulary, it is because vocabulary is an important component in learning English. Based on Wilkins quoted in Thornbury (2002:13) “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” In summary, vocabulary is the main language component to learn by language learner to help them in learning the four English skills.

Vocabulary is manipulated in various ways by skilled writers and speakers to construct smooth and coherent discourse and to create various emotive effects (Nobert Schmitt, 2000: 96). It can be said that vocabulary is useful in many social activities. Everybody needs vocabulary to arrange word.

Helena (2007:11) states that vocabulary knowledge is not about word meaning knowledge, the words are used in the appropriate context, in natural way,
includes the relationship between new words acquired, and the ones already acquired. It is able to conclude that vocabulary is important for English learner. By memorizing vocabulary, English learners do not think so long when they have conversation in English. Therefore, the tasks for teacher are to make good strategies to help students combine the new vocabulary learned and what the students already knew, to teach the meaning of words in context, and to help students memorize the words and their meaning.

Helena (2007:12) states that there are some importances of vocabulary. The first is vocabulary knowledge helps students with language comprehension. It means that the comprehension of a language depends on the amount of words that are known in that language. The second is students are able to understand a writer’s message only if they know the meaning of most of the words used in text. It is clear that without knowledge of the key vocabulary in a text, learners may have serious trouble in understanding the message. In this case, students with a large amount of vocabulary knowledge are essential to language comprehension. The third is vocabulary helps students with language production. It means that students who have more words will know more precisely how to express the exact meaning they want to. Finally, the importances of vocabulary are essential component to determine how much a student is able to communicate successfully. Students have to overcome the lack of vocabulary knowledge in order to communicate effectively. In conclusion, vocabulary promotes the language learner to comprehend and understand the context of language and also makes the students to be able to communicate.
To help students master vocabulary easily, it requires meaningful teaching-learning activity. Brown (2007:8) states that “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” In teaching and learning process, teacher is the key to achieve the goal of teaching. He has to act as the motivator and facilitator for the students. Moreover, the teacher has to prepare the material to teach students totally.

To facilitate students learn vocabulary well, a teacher should provide attractive teaching media. Teacher needs a medium to transfer the material to students and it is called media. Sadiman as cited in Ruis (2009:2) defines that media is anything used to send message(s), from the sender(s) to the receiver(s), so it can arouse the learners’ thought, feeling, and interest to learn. It was a particular trick used to help learner in learning. The media depends on the teacher, his individually artistry, and on the composition of the class. The teacher should be a good teacher in order to solve the students’ problems in vocabulary mastery especially in memorizing and understanding vocabulary. In conclusion, media is needed by teachers to transfer the material in classroom. Teachers should find a good media to help students understand the material.

One of the media used to teach vocabulary is word wall. Word wall media is words that printed in large size and displayed in a classroom. A word based on material and every word has a different color. Word wall is useful for all skill. By using word wall, students should write, read, listen and speak the word. Word wall activities encourage students to participate actively and engage students
while learning vocabularies, whether it is learning to explain a word or to compare it to other key concepts. Based on Cronsberry (2004:3), word wall is a media that can help students to improve vocabulary. The rule of word wall is easy; the expectation is to make students easier in memorizing vocabulary and enjoying classroom activity. Word wall is easy to use in the classroom. Both teacher and students will actively use word wall. “Students use word wall for learning and teachers use them as teaching devices” (Harmon et.al, 2009:401). The students use word wall for studying, remembering, writing and completing classroom assignment. Whereas, the teacher uses word wall to help students review previously discussed words and to present new terms.

A previous study conducted by Zahro (2009), indicated that word wall media was able to improve students’ interest in learning English at MTsN Bangil. Besides, it was able to improve students’ vocabulary mastery especially in narrative text.

Whereas, in this current research, the writer aims to explore the way word wall media works in classroom activity, the teacher’s problem in implementing this media and also to investigate its solutions. According to Cronsberry (2004:3) “word wall activities encourage active students’ participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students.” Based on the writer’s experience when she did the pre-observation at SMPN 1 Prigen, the process of teaching and learning in the classroom was still passive. There were some factors influencing the teaching and learning process in the classroom. First, the teacher used Bahasa Indonesia in
teaching and learning English. It was because their environment use mother tongue in daily life. Sometimes, the teacher used both of Bahasa Indonesia and English language in teaching, the comparison between Indonesian and English for about 85% - 15%. Second, word wall media was media that used by teacher in teaching and learning process. But, almost all researches about word wall are to know the students understanding by using word wall media. In this case, there is still limited research to know what the teachers’ problem is to teach vocabulary by using word wall.

Based on the explanation above, the writer decides to choose a title “The Implementation of Word Wall Media to Teach Vocabulary of the First Year Students at SMPN 1 Prigen”.

1.2 Statement of problems

Based on the background of the study presented above, the problems that will be observed are stated as follows:

1. How does the teacher implement word wall media to teach vocabulary to the first year students at SMP N 1 Prigen?
2. What are the problems faced by the teacher in implementing word wall media to teach vocabulary for the first year students at SMP N 1 Prigen?
3. How does the teacher solve the problems in implementing word wall media to teach vocabulary for the first year students at SMP N 1 Prigen?
1.3 Purposes of the study

Based on the statement of the problems, this study is intended:

1. To describe the way the teacher implements word wall media to teach vocabulary to the first year students at SMP N 1 Prigen.

2. To find out the problems faced by the teacher in teaching vocabulary by using word wall media to the first year students at SMP N 1 Prigen.

3. To investigate the solve of problems faced by the teacher in teaching vocabulary by using word wall media to the first year students at SMP N 1 Prigen.

1.4 Significance of the study

This study is expected to enrich the reader knowledge. It also gives new information for them about word wall media. For the teacher, they can use this media to teach the students in order to promote them in teaching and learning process.

1.5 Scope and limitation

The scope of this study is how the teacher uses word wall media to teach vocabulary in SMP N 1 Prigen. Meanwhile, this research only focuses on how the teacher implements word wall media to teach vocabulary on the first grade student in SMP N 1 Prigen in academic year 2014/2015. The material will be focused on current chapter that is taught by the teacher.
1.6 Definition of key term

In order to make the readers understand what the writer wants to analyze concerning her study, the writer would like to explain the definition of the key terms:

- Teaching media: some tools or materials used by teacher in teaching and learning process to make an instruction and send message to the students and also stimulate them to learn (Ruis, 2009:2).

- Media: everything that can be used for transferring and delivering messages from many sources to create conducive situation which help learners to do teaching learning process effectively and efficiently (Munadi, 2013:8).

- Word wall: a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom (Cronsberry, 2004:3).

- Vocabulary: the knowledge of words and their meaning. (Diamond and Gutlohn in Helena, 2007:11).