CHAPTER I
INTRODUCTION

This chapter presents the background of the study, the statement of the problem, purpose of the study, significance of the study, scope and limitation and the definition of key terms. Each section is presented as follows:

1.1 Background of Study

There are four skills in English that should be learned namely reading, writing, listening, and speaking. Before learn those skills in English, it is important to learn vocabulary. According to McCarthy (1990), “Vocabulary is the experience of most language teachers that the single, biggest component of any language course. No matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in second language just cannot happen in any meaningful way. And yet vocabulary often seems to be the least systematized and the least well catered for of all the aspects of learning a foreign language.”

In line with it, Lee Yi (2007) has also stated that “With a larger vocabulary, students can read better, because vocabulary is stored information about the meanings and pronunciations of word necessary for communication.” It means that vocabulary is the first steps to learn English and support the others skills. Without mastering vocabulary, there is no communication and there will be
misunderstanding with each other because she or he will not master the language well.

The previous research, Zuntari (1999), studies about “The effectiveness of visual aids for teaching English vocabulary to the second year students of MTS Darul Kurmain Blitar, and the result are teaching English vocabulary by using visual aids more effective than without using visual aid because it makes the students catch the material easily or the topic given in the classroom especially in the teaching vocabulary and when the visual aids are not available in school that the teacher should make or bring the visual aids himself. In English teaching, using visual aids as teaching method can support the ability of the students to comprehend the subject easily.”

This research has similar purpose with previous research above, it is to teach vocabulary using media. In previous research, the teaching English vocabulary uses visual aids, but this research aims to know student’s achievement in vocabulary by using media word wall.

In teaching and learning process, usually the teacher uses some teaching media or techniques to teach vocabulary. By using media, the students can easily understand the material. There are many teaching media to teach vocabulary in English. One of media to teach vocabulary in English is media word wall.

Media word wall is an interactive media that make the students interact with the teacher. Cronssberry (2004) stated “Word wall activities encourage active students’ participation and engage students while they learn key vocabulary, whether it is learning to explain a word, to compare it to other key concepts.”
means that using media word wall in teaching and learning process makes the students more active. Media word wall media also makes the students more interested in learning vocabulary.

According to Throop (1999), “Using a word wall students interact with the letters and words on a daily basis in the classroom. A classroom environment rich with print is very effective for any student learning to read and write.” It means that by using media word wall, the students can be interacting with the media because the media is interesting. Furthermore, by using media word wall, the students can read and understand the meaning of some words every time. It makes the students remember of the word.

Media word wall is an appropriate media to teach vocabulary in teaching and learning process, especially for beginners, because media word wall supports the students to learn English. Moreover, media word wall can interest them, because the beginner’s students like something that interested and unique.

In this research, the researcher focuses on the second year students of MTs Negeri Bangil because before the researcher choose this school, the researcher did observation and asked to the teacher about the weaknesses of students in English subject. The result of observation revealed that there are four among nine classes in which the students have low ability in English subject. The students in those classes have many problems. They have difficulties to understand and interpret of the sentence. Those problems exist because the students have limited vocabulary. Therefore, the researcher tries to apply the media word wall in the second year students to improve their vocabulary achievement.
Based on the explanation, the researcher decides to choose a title “USING MEDIA WORD WALL TO IMPROVE VOCABULARY ACHIEVEMENT OF THE SECOND YEAR STUDENTS AT MTs NEGERI BANGIL.”

1.2 Statement of Problem

Based on the background above, the research related to the following problem:
Can media word wall improve the second year students’ vocabulary achievement at MTs Negeri Bangil?

1.3 Hypothesis

In order to give tentative answers of the result problem, the hypothesis are formulated as follows:
1. Alternative hypothesis (Ha): media word wall improves the second year students’ vocabulary achievement at MTs Negeri Bangil.
2. Null hypothesis (Ho): media word wall does not improve the second year students’ vocabulary achievement at MTs Negeri Bangil.

1.4 Purpose of Study

The main purpose of the research is:
to investigate whether or not media word wall can improve the second year students’ vocabulary achievement at MTs Negeri Bangil.
1.5 Significance of Study

This study is expected to give contribution to the students in order to be more interested in studying English, the writer also hopes that this study can give some contributions to the teacher in order to develop the technique of teaching vocabulary by using media and increase their quality in teaching and learning process.

1.6 Scope and Limitation

The research only connects with the effectiveness of using media word wall on vocabulary achievement and focuses to know student’s achievement in vocabulary by using word wall media. And the research is limited to the subject of the students who are the second year’s students at MTs Negeri Bangil.

1.7 Definition of Key Term

According to the title of this thesis, the researcher wants to present the definition of key term that can be used to make the readers easy to understand that the researcher is trying to write:

1. Vocabulary is the knowledge of words and their meanings. (Helena, 2007)
2. Teaching Media is those materials which are quite helpful in improving the quality of teaching and learning (Dash and Dash M, 2007)
3. Word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in the classroom (Cornsberry, 2004)
4. Improvement is the process of making something better than it was before (Macmillan Dictionary)