

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Research

Vocabulary is one of the necessary components of language and it becomes a basic component in learning English. It plays a primary role in four language skills namely speaking, listening, reading, and writing. When students have a strong command of vocabulary, they may be confident in their ability to comprehend the reading text, write, and communicate in a foreign language. Students who lack the necessary vocabulary proficiency may struggle to express themselves verbally or in writing. Moreover, in this globalization era where English has become the international language used widely, students are expected to be proficient in spoken and written English. However, Indonesian students prefer to use their first language to communicate daily since they lack vocabulary proficiency (Ratu, 2017).

Regarding the explanation above Nikijuluw (2020), adds that vocabulary is a core and major component of language proficiency and provides much of the basis for how learners speak, listen, read and write. If students want to be successful in learning English skills, they must have a large vocabulary. If they have it, they can express their ideas, they can write in their own words, they can hear other people speak easily and they can be good readers.

From the statement above, it can be concluded that without vocabulary somebody are unable to interact with one another and also without vocabulary, it is difficult to learn a foreign language. Because vocabulary is utilized to represent our ideas in speaking, listening, reading, and writing, vocabulary is crucial to language learning. Therefore, as a language in international communication, it needs many learners to deliver through and interact in a variety of situations.

To increase students' motivation in learning English vocabulary, the teacher has an important role in the vocabulary learning process. Teachers should consider ways to help students learn English vocabulary for their own needs while they work

to improve their students' vocabulary skills. Nikijuluw (2020), the purpose of teaching and learning vocabulary is to assist students in developing vocabulary knowledge. Teachers should consider ways to help students learn English vocabulary for their own needs while they work to improve their students' vocabulary skills. Indonesian students who are learning English as a second language confront several difficulties.

One instrument that teachers can use to give lessons and that also aids students in understanding what the teacher is saying is media. The students can readily comprehend the content by employing media. In the process of teaching and learning English, the teacher typically employs specific teaching tools or methods to impart vocabulary. There are numerous teaching tools available to teach English vocabulary. Media are mediators for delivering information between source and receiver (Isnaini & Yulia, 2019). It means that media helps teachers improve teaching and learning qualities as a facility for conveying learning material to students.

Many types of media can be used by teachers in the process of teaching and learning English such as audio media, visual media, audio-visual media and the teacher itself as a model. Media can be subdivided into three kinds. There are audio, visual and audio-visual. Audio visual is a media that can be listened this media is used to listen and understand oral text, for example, radio, cassette recorder, and tape recorder. Visual media is media that can be watched and touched, for example, pictures, realia, maps, and miniature. Audio-visual media is media that can be watched and listened to, for example, TV, LCD (liquid crystal display), and film (Matra, 2020). The three media both have different advantages and disadvantages, but the function of the three media remains the same, namely to facilitate and facilitate teaching and learning activities. This research focuses on word wall media as a visual medium.

A word wall is a classroom wall that has a systematic collection of words written in large letters. A word wall is a literacy tool composed of an organized collection of words that are displayed in large visible letters on a wall, bulletin board, or other another display surface in the classroom, (Wilsana *et al.*, 2015). It

media makes it easier for students to expand their vocabulary. According to Zaen *et al.* (2022), a word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are used as a tool to teach language concepts. The word walls is a media to strengthen the core vocabulary of the particular subject. Teaching vocabulary using the word walls media will help the students to enrich their vocabulary because it is effortless to use in a class. Teaching vocabulary using the word walls media can help students memorize in learning English.

Both students and teachers can gain a lot from word walls as they learn to increase their vocabulary. According to Wagstaff, as cited in Zulkifli *et al.* (2019), here are several benefits of word wall media in teaching vocabulary. Word wall media can be designed to enhance group study activities and can also actively involve students in making it. This media can see the development of students' abilities. This media can be designed to enhance group study activities and can also involve students' making it by using it. Using this media students can develop reading and writing critically and actively. Students who have difficulty finding the right vocabulary can see the word wall as a reference. As a result, this research looks at how well students acquire vocabulary using word wall media, which is beneficial and effective for vocabulary learning.

A word wall's main goal is to aid students in developing their sight word recognition skills so they can identify words quickly. Additionally, word walls are a visual aid that aids students in remembering relationships between words, retaining word knowledge, and eventually reading them automatically. Additionally, word walls have a significant impact on students' ability to grasp the English language. They are used in group activities that can include them in the building and use of word walls as well as media word walls that are designed to boost learning. By using the word wall, it is hoped that the students' understanding of English vocabulary will grow without them constantly relying on dictionaries or teacher-provided definitions.

Based on an interview and observation with the teacher at SMP Unggulan Al Falah Bojonegoro, who discovered a difficulty with the students' acquisition of

English vocabulary on January 09, 2023. The students' interest and drive to study the English language were lacking because they have lack of appropriate vocabulary themselves. English vocabulary is tough for students to memorize. Students have trouble locating word definitions in dictionaries. Additionally, the background of the students who are in the islamic boarding school environment so that they are not allowed to carry digital devices such as handphone and others. And the teacher explained that the teacher seldom uses audio visual media both in English lessons and others lessons. These are the things that motivate the researcher to choose this media.

Based on the preliminary research, it can be indicated that the students at SMP Unggulan Al Falah Bojonegoro are not very enthusiastic or excited about studying English vocabulary during the teaching and learning process. Due to their seldom active use of terminology, the students had a limited vocabulary. The meanings of words continue to be difficult to understand. Students have trouble acquiring English vocabulary, and they have trouble remembering the words' meanings. Students have trouble locating word definitions in dictionaries. Additionally, it is still challenging for students to translate from English to Indonesia. This condition makes it challenging for individuals to become more motivated to study English, particularly in terms of vocabulary.

Some research has been done previously related to vocabulary. According to Alpatikah (2022), studies from "The Effect of Using WordWall.Net on Student's Vocabulary Mastery on the First Grade Students at MTs Negeri 10 Jakarta," wordwall.net's features, such as game templates, themes, feedback sections, and leaderboards, could encourage students' intrinsic and extrinsic motivation because they contained challenging content, curios, in control of, and competitive. Based on data from previous studies that were conducted by Purwitasari (2022), studies about "The Effectiveness of WordWall Application in Improving Students Vocabulary Mastery at MTs N 4 Magetan". Showed that applied word wall application can improve the students' vocabulary mastery.

From the statement above, the researcher concluded that from the two studies, learning English vocabulary uses media. In this study, the media used were

word wall net and word wall application, which aim to find out how well students learn vocabulary using contemporary media, including technology. According to this research word wall is a useful media in learning English vocabulary to increase students' vocabulary mastery.

Regarding the explanation above and a great desire to identify a solution to these issues, the researcher is interested in researching how to inspire students to learn English vocabulary through word walls. The researcher will be distinct from the two studies mentioned above, nevertheless. The research looks at employing traditional word walls because there are few learning resources available in schools. The researcher conducted mix method to see whether the word wall technique effects on students' vocabulary mastery in learning English and to know apply the use wordwall media with English teacher. "The Effectiveness of Wordwall on Students' Vocabulary Mastery in Junior High School" is therefore the subject of this research.

## **1.2 Identification of the Problem**

In light of the context described above, the researcher notes the following issues:

1. The use of media that is not optimal and the selection of methods that are not appropriate makes students less enthusiastic about learning English vocabulary.
2. The students' awareness of the importance of vocabulary mastery is low
3. Students have limited vocabulary in English

## **1.3 Limitation of the Research**

To avoid a deviation from the discussion, this study focused on some concern identified as follow:

1. The subject of the research is the seventh-grade students of SMP Unggulan Al Falah Bojonegoro.
2. The researcher wants to focus primarily on understanding how word walls affect students' vocabulary mastery in learning English.

## 1.4 Formulation of the Problem

Based on what the researcher found in the field. The researcher takes the research question, as follows:

1. Is word wall effective media to improve students' vocabulary mastery in learning English?
2. How does an English teacher apply words in teaching vocabulary to improve students' vocabulary mastery?

## 1.5 Objectives of the Research

This research is expected to find out the effectiveness of word walls on students' vocabulary mastery in learning English at SMP Unggulan Al Falah Bojonegoro. These are the objectives of the research:

1. To know is word wall effective media to improve students' vocabulary mastery in learning English.
2. To describe how English teachers apply words in teaching vocabulary to improve students' vocabulary mastery of seventh graders in SMP Unggulan Al Falah Bojonegoro.

## 1.6 Significance of the Research

The researcher will talk about the benefits of this research classification for students, teachers, researchers, and institutions in this section.

1. For students'

Students' engagement and academic achievement should increase by using word wall media when studying vocabulary. When learning English, students should be very motivated, especially when learning vocabulary.

2. For teachers

English teachers have access to a variety of vocabulary teaching resources. The word wall media is one of them. The teacher can effectively teach vocabulary using the appropriate media. Of course, a creative instructor will select an engaging teaching tool to engage students and make the information simple to comprehend.

### 3. For researcher

The research's findings may provide the researcher with new insights. It is anticipated that this research will provide useful data and references for the researcher to use in increasing students' vocabulary.

### 4. For institution

In the form of theoretical knowledge regarding the impact of word walls on students' willingness to learn vocabulary in English classrooms at SMP Unggulan Al Falah Bojonegoro, the findings of this study are anticipated to benefit educational institutions.

## **1.7 Definition of Key Terms**

This selection of the key phrases is made to avoid reader misunderstanding. To increase students' command of the English language, essential phrases like vocabulary and word walls are frequently used in media.

### **1.7.1 Vocabulary**

Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. Vocabulary is also a fundamental part of learning English because students must first master vocabulary to learn the language. It has a major impact on the four language abilities speaking, listening, reading, and writing.

### **1.7.2 Vocabulary Mastery**

Vocabulary mastery is one of the factors in mastering English as a foreign language. It means that the students can understand and use the word and its meaning. The more vocabulary students master, the better they perform their language. By having a limited vocabulary, students will find difficulties in mastering English skills.

### **1.7.3 Wordwall**

Wordwall is a learning media that can be used in various kinds of lessons. In English, wordwall can be applied to vocabulary, narrative text, synonym-antonym, etc. A word wall is a classroom wall that has a systematic collection of

words written in large letters. The words are placed in large sizes to make it easy for the students to read the seating area. The teacher and the students frequently use these words throughout a unit or term in a variety of activities.

