

CHAPTER I

INTRODUCTION

The researcher discusses the introduction of the study. This chapter consists of six parts. They are research context, research focus, research objectives, research significance, scope and limitation of research, and definition of the key terms.

A. Research Context

Vocabulary is one of English elements which is important to learn by English learner. Without vocabulary the learner cannot develop four skills in English because vocabulary is basic to learn in communication. How to speak up and written properly when a second language acquisition learner does not master vocabulary. Thereby, vocabulary is basic information which is human used it.

Generically, vocabulary is the knowledge of meanings of words. It means that is the basic knowledge to express someone ideas in writing or speaking. Without vocabulary someone have difficulties to express language. Every language has similar phonetic symbol. It is called by transcriptions and vocabulary has transcriptions. Vocabulary is part of language's elements besides grammar and pronunciation¹.

¹Elfrida H. Hibert and Michael L. Kamil, *The Teaching and Learning of Vocabulary* (New Jersey: Lawrence Erlbaum Associates, 2005). P. 3

In the field of education, especially English teacher teaches English subject in Kholafiyatul Mustarsyidin Camplong Sampang Junior High School. According to Musyarrofah as English teacher², she teaches English subject by memorizing vocabulary without any specific meaning in the context western culture. Teaching and learning process as focus on the teacher as a prominent source of knowledge. As a result, students may have problems to understand academic concepts as what they usually get is something abstract. Many students can serve a good level of memorization of teaching vocabulary but in the end of teaching learning process they actually don't understand it all.

Media in teaching process also become crucial thing to apply in class room activities. By instructional media can help students learning vocabulary. Less media used in teaching learning process will make problem for students who have difficulties in abstract explanation and make student bored in learning English vocabulary.

According to Musarrofah³ as the English teacher at MTS Kholafiyatul Mustarsyidin Camplong Sampang who teaches 8th graders in junior high boarding school. She has been teaching English just by using white board media. There is limited access such as LCD Projector at the school and the teacher lacks of media teaching in teaching English vocabulary also. But she found how to use words wall media on internet and she use it in the class room lastly.

²Interviewed directly Musarrofah at Mustarsyidin Office on 15th August 2020.

³Interviewed directly Musarrofah at Mustarsyidin Office on 15th August 2020.

Before the researcher observes the use of words wall media in the class room. The researcher asks using words wall media in the class room by getting interview. The teacher explains how she teaches English subject at MTs Kholafiyatul Mustarsyidin Camplong by using Words wall media. First, the teacher explains the theme of material and also the topic that will be discussed. The teacher prepares a big paper which includes the picture and some words randomly with each Indonesian meaning. The picture attaches on whiteboard. The picture is taken by student's English book. Then the teacher asks the students to guess the words relating with the picture. After the students choosing some words, the teacher asks them to take the meaning each word. If students answers incorrect explanation. The teacher corrects it in sentences and orders the students to repeat it by spell filling letters word and make the word in different sentence in Indonesia and the teacher helps to translate it in English. This way is to know the students' understanding. The teacher uses Words Wall Media to attack students understanding visually and improve their vocabulary.

There are students' problems in learning English such as students have difficulties pronouncing vocabulary and also spelling letters in filling every words, the students doesn't know the meaning in words, the students still confuses in using vocabulary that had been studied during its composition in the sentence and its meaning. In this case, the teacher can know the students difficulties when the students answers incorrectly the words in English and its meaning. Especially for passive students who does

not active in answering the teacher's question. Therefore, those cases before the teacher using words wall media.

After the teacher uses words wall media, the students have better understanding vocabulary than before. Almost all of the students active participate in learning English vocabulary and answer the teacher's question correctly. Moreover, the teacher chooses in choosing media learning which is really important to help students learning. The students' ability to catch understanding in visual learning when they are learning English vocabulary has better improvement. According to Mofareh Al-Qahtani's Journal⁴, the child has been able to use vocabulary of about 2500 words, and the child understands about 6000 words when they can have logical reasoning.

Related with the thesis conducted by Siti Aminingsih⁵ from Language and Literacy Faculty, University of Yogyakarta on her thesis sciences entitle *Penggunaan Media Word Walls dalam Pembelajaran Kosakata Bahasa Indonesia pada Pembelajar Asing Tingkat Intermediate Wisma Bahasa Yogyakarta*. She researched word walls media in learning Indonesia vocabulary at intermediate second language learner level to know the comprehension of students' vocabulary before and after applied word walls media at Wisma Bahasa Yogyakarta. There were four students who learn Indonesia language. The result is words wall media can be applied in learning vocabulary indirect and directly as written and listening section. In writing,

⁴Mofareh Alqahtani, "The Importance of Vocabulary In Language Learning and How to Be Taught," *International Journal od Teaching and Education*, No. 3, III (2015): 21–34, <https://doi.org/10.20472/TE.2015.3.3.002>.

⁵Siti Aminingsih, "Penggunaan Media Word Walls dalam Pembelajaran Kosakata Bahasa Indonesia pada Pembelajar Asing Tingkat Intermediate Wisma Bahasa Yogyakarta" (Yogyakarta, Yogyakarta University, 2013). Abstract.P. xviii

words wall media can be used to instruct student response in writing word. In listening and speaking section, words wall media can be used to instruct their understanding vocabulary. The students get development in learning vocabulary. This research uses qualitative method, the data collected by interview technique, questioners, students test, and analysis data in the class room activities. The data analysis uses descriptive analysis. The data validity uses triangulation, the teacher validation, and researcher analysis.

On this research, the researcher desires to focus on the use of words wall media to teach English vocabulary on 8th graders at MTs Kholafiyatul Mustarsyidin Camplong Sampang. In teaching vocabulary, the teacher must be variants in the class room activity. One of learning media is words wall media. Words wall media is suitable media for students on 8th graders at MTs Kholafiyatul Mustarsyidin Camplong Sampang in learning English. Words wall media is a sequences of words which organizes and systemic by visual words and adhere on the wall⁶. Words wall media can be used as substitute LCD Projector. So the student can understand material visually. Words wall can be made by students and the teacher. This media is so flexible and suitable to instruct students learning vocabulary on semantic which includes phonetic symbol to help students development on mastering vocabulary.

Based on the problems above the researcher interests in conducted a research about *“The Use of Words Wall Media to Teach Vocabulary on the 8th graders at MTs Kholafiyatul Mustarsyidin Camplong Sampang”*.

⁶Wagstaff, *Teaching Reading and Writing With Word Walls* (USA: Scholastic Inc, 1999). P. 3

B. Research Focus

Research problem is the educational issue, controversy, or concern that guides the researcher to investigate the problem.⁷ Based on Adnan Latief book “Research methods On Language learning An introduction “ argue that research problem refers to Question raised In a Research projects.⁸ Based on the statement which has explained the researcher used the Adnan Latief statement which the research problem refers to question.

The researcher argues that the research problem of study as follows:

1. How does the English Teacher of MTs Kholafiyatul Mustarsyidin Camplong Sampang use words wall media to teach the 8th graders?
2. What are the advantages of using words wall media to the 8th graders vocabulary mastery at MTs Kholafiyatul Mustarsyidin Camplong Sampang?

C. Research Objectives

Adnan Latief states that the researcher objective, whether by sociolinguists, political scientist, or anthropologist, is to try, to find answer to theoretical questions within their respective field.⁹

From the researcher problem above, the objectives of this study are as follows:

⁷John W Creswell, *Educational Research* (United States of America: Pearson Education Ltd, 2012), 59.

⁸Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: University of Malang, 2015), 17.

⁹Latief, 18.

1. To describe teaching words wall media used on 8th graders to master English vocabulary at MTs Kholafiyatul Mustarsyidin Camplong Sampang.
2. To know the advantages of using words wall media to the 8th graders vocabulary mastery at MTs Kholafiyatul Mustarsyidin Camplong Sampang.

D. Research Significance

This section explains the usefulness or importance of research, both scientific uses and social use. Scientific use in the development of science, while social use is directed as an effort and stages in solving social problem.¹⁰

This research has significance to the following :

a. For teacher

This research helps the English teacher to improve their learning media of English by Words Wall Media in teaching vocabulary that can make students interested in learning English vocabulary and building good learning interest in the class room activities.

b. For Students

- a) This research helps the students junior high school to find enjoyment in learning English Vocabulary by using Words Wall Media.

¹⁰*Pedoman Penulisan Karya Ilmiah Edisi Revisi , Sekolah Tinggi Agama Islam Negeri (Pamekasan: STAIN PMK Press, 2015), 18.*

b) To Instruct Students critical thinking learning on understanding vocabulary by using Words Wall Media individually and grouping.

c. For Researcher

This research add new experience and reference on next macro teaching in future.

E. Scope and Limitation of Research

This section the researcher want to focus to the object observed. Based Oxford Dictionary, the definition of scope is range of things that a subject, an organization, deals with.¹¹

The scope of this research is Words Wall Media in Teaching English Vocabulary on 8th graders at MTs Kholafiyatul Mustarsyidin Camplong Sampang. To limit spreading covid-19 among teacher and students, the school policy does not allow the researcher taking data interview after the class ending. So that the researcher takes the data interview in different and suitable time to students giving response.

F. Definition of The Key Terms

This section describes the terms used so that there are similarities in interpretation and avoids the obscurity of meaning.¹² Explanation of the definition of terms as bellow :

¹¹Oxford University Press, *Oxford Learner's Pocket Dictionary*, Fourth Edition (UK: Oxford University Press, 2008), 393.

¹²Tim PPKI STAIN Pamekasan, *Pedoman Penulisan Karya Ilmiah*, Edisi Revisi (Pamekasan:STAIN Pamekasan Press, 2015), 23.

1. Teaching Media is a set of combination between tool and material for transferring information between giver and receiver. Media learning is intermediary to make easy teaching learning activities in the class room.
2. Words Wall Media is a set of words and visualize picture media adhere on wall class room activities. Words wall is used to improve grouping learning activities conductively and all of students actives participation for making it.
3. Vocabulary is basic knowledge in learning second language acquisition. Another sides, vocabulary is large collection of words. Vocabulary plays important role in language teaching and learning.