CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research questions, the research objective, significances of the research, the theoretical framework, the hypothesis, methodology, data collecting techniques and also the analysis of data.

A. Background of the Study

Teaching vocabulary is a crucial aspect of learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words, even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Vocabulary refers to knowledge of words, word meaning, and how to use words effectively to communicate (Nunan, 1999). It is an essential part of the language. By having many vocabs, someone will be easy to communicate with other people. Someone only has little vocabs, he will confuse to say or difficult to understand what other people say.

This research is aimed to improve student’s vocabulary by using word wall media. There are some reasons why this research is important. First, student’s vocabulary mastery is still lack, and students are also difficult to differentiate noun, verb, and adjective.
Based on the observation through conducting a preliminary study during teaching learning English activity at the first grade at SMPN 46 Bandung, It was found that many students of first grade at SMPN 46 Bandung had difficulties in learning English. Especially, in the vocabulary. It was proved by the result of the students’ pre-test in a preliminary study. The mean of the students’ English score was 55. Meanwhile, Students’ Community Service (KKM) was 73. The result indicates that the students’ English achievement was very low. Besides, it was supported by the result of the interview to the English teacher in preliminary study that the student’s difficulties came from the weaknesses of student’s vocabulary. Also, the students had difficulty in differentiating the form of word grammatically such as parts of speech: noun, verb, and an adjective. Furthermore, the students tend to be bored and low participation in English class. Those problems of vocabulary must be solved because it can be the difficulties for the students to continue the next level or grade. Also, the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in English class.

Word Wall is simply a location on a wall in the classroom on which information is placed for students to see as learning occurs within the classroom (Hall & Cunningham, 1999). However, for the word wall to be most effective, the students and teacher must interact with the information displayed (Cambourne, 2000). Word wall showcase well-selected words, they help teachers build a foundation for student content vocabulary comprehension. They also support word-learning strategies by highlighting root words, suffixes, prefixes, and their
meanings (Angriani, 2013). This helps students decode meaning in the text. Additionally, when students used the word wall they become more conscious of words and definitions. This supports content comprehension. It also helps students become aware of vocabulary in the world around them.

Based on the journal that presented by Southerland (2011) stated that one aspect of this research is that elementary teachers tend to use this type of instruction more often than middle school teachers. Research is available that has demonstrated the successful use of word wall in the elementary school (Berne & Blachowicz, 2008). In addition, word wall was successful in teaching vocabulary across multiple contents to embrace the use of word wall (Yates. et al, 2011). Whether interactive word wall is implemented in lower or upper elementary classrooms, indications are that they are successful in teaching multiple concepts. This study will be conducted by using quasi-experimental and research design will use one group, while the study above was conducted by using classroom action research. Middle school teachers have the same opportunity to use word wall. However, little research shows that they do. The writer thinks word wall can be effective in the middle school classrooms.

Based on these problems, word wall to teach vocabulary to middle school students became a study of interest and it is an interactive medium in the classroom to support the form of word grammatically. It is simple and easy media to use. It is cheap but it is interesting. It is suitable for the school which has limited media to teach English. The teachers don’t need to spend too much money for making teaching media.
Thus, this research attempt to improve The Students’ Vocabulary by Using Word Wall. Therefore, this study was important for SMPN 46 Bandung in order to improve the students’ vocabulary mastery in the teaching-learning process.

B. The Questions of Research

In this research, it has the following three research questions:

1. How is the students’ vocabulary mastery before being taught by using word wall?
2. How is the students’ vocabulary mastery after being taught by using word wall?
3. How is significant the difference between students’ mastery of vocabulary before and after being taught by using word wall?

C. The Purpose of Research

According to the question formulated above the purpose, the study are:

1. To find out the students’ vocabulary mastery before being taught by using word wall.
2. To find out the students’ vocabulary mastery after being taught by using word wall.
3. To find out the significant difference between students’ mastery of vocabulary before and after being taught by using word wall.
D. The Significances of Research

The significances of the study are divided into:

1. Theoretical Significance

   The result of the study may give more information about improving students’ vocabulary using word wall.

2. Practical Significance

   a. For the 7th grade students of SMPN 46 Bandung, it would be an effort for them to improve their vocabulary mastery using word wall.

   b. For the teacher, the research findings could be used to improve the success of the teaching-learning process.

   c. For the readers, it was hope that this research can give more information about how to improve the students’ vocabulary mastery by using word wall.

E. Theoretical Framework

1. Previous to Study

   Anggriani (2013), this study was conducted by using classroom action research. The subject of the research was VII-5 class SMP Negeri 1 Pagar Merbau which consisted of 25 students. The research was conducted in two cycles and each cycle consisted of three meetings. The result showed that the improvement of the students’ scores from the first test in orientation test to the third test in the cycle-II test. In the first in orientation test, the mean was 48.48, in the second test in the cycle-I test, the mean was 63.68 and the third test in cycle-II, it was
improved to be 79.04. Based on the diary notes, observation sheet, and questionnaire, it was found that the teaching-learning activities ran well.

2. Definition of Vocabulary

Vocabulary is a list of words and their combination in particular language (Joklova, 2009). Vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary for any needs especially academic. Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so a successful and effective vocabulary learning can be reached (Komachali and Khodareza, 2012). Furthermore, Richard (2001:4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention. Hornby (1974: 959) asserts that vocabulary is a total number of words which (with rules for combining them) make up a language. Then, Merriam-Webster Collegiate Dictionary (1993: 327) said that vocabulary is a list of a group of words and phrases, usually in alphabetical order.

3. Definition of Word Wall

Cronsberry (2004: 3) said that word wall media is a great way to make the teaching and learning process becomes more interesting and enjoyable. A word wall is a group of words that are displayed on a wall, bulletin board, check board, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all students seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. In addition, Green (1993: 1) said that word wall is an
organized collection of large print words on the classroom wall. A word wall helps to create a print-rich environment for students and can be a wonderful tool that is designed to promote group learning.

Based on the explanation above, teaching vocabulary uses of the media in the learning process is very important. The teacher can choose one kind of teaching media. He also can choose modern or simple media to help them in the teaching and learning activity, especially in teaching vocabulary. The teacher needs media that can help them easier to teach and make the students more enjoyable. Teaching vocabulary will be easier and interesting, if the teacher uses media that are suitable. One of the media that can help the teacher is word wall. Word wall is one of the visual media that are easy and interesting.

F. Hypothesis

The hypothesis was statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics (Creswell, 2012). The writer took that there were the differences between the effect before using word wall media and the effect after using word wall media in vocabulary mastery. This research had two variables; The Effectiveness of Word Wall was variable X and In Improving Student’s Vocabulary Mastery was variable Y. The hypothesis in this research are:
a. \( H_0 = \) There was no significant difference between using word wall media in improving students’ vocabulary mastery.

b. \( H_a = \) There was a significant difference between using word wall media in improving students’ vocabulary mastery.

G. Methodology of Research

1. Research Method

   This research used the quantitative method. According to Creswell (2012), the quantitative method involved the collection and analysis of numerical data that is obtained from test, questionnaires, checklist, and surveys. The method used in this research is a quantitative method to know the influence of the effectiveness of word wall media in improving student’s vocabulary mastery, which the writer was done an experiment and apply the technique in the teaching vocabulary to find out the data. This study had one class for collecting data. There were pre-test and post-test to collect the data. Treatment was conducted in the process of collecting data.

2. Research Site

   The research conducted at first grade of SMPN 46 Bandung. There were many students at 7th Grade of SMPN 46 Bandung was difficult to vocabulary mastery section in the learning process. Most of them did not understand the meaning of words or meanings.
3. Research Design

This research applied a quasi-experimental design. According to Creswell (2012) stated quasi-experimental design the researcher could not create the group or participant randomly. This writer used quasi-experimental because the school stuffs allowed only one class which could the writer studied and it could not be selected randomly. Based on the research question above, it handled with the research questions were examining the relationship between the independent variable to dependent variable.

4. Research Procedure

Creswell (2012) said that steps to conduct the quantitative data collection there were five steps: (1) Selected participant for a study. The participant of this research was the seventh grade of SMPN 46 Bandung, (2) the permission needed for a study. The writer needed to obtain permission such as from headmaster, English teacher, and curriculum staff, (3) what was types of data collected. This research used pre-test, treatment, and post-test. In the teaching process, the writer used word wall media as the treatment to figure out the difference before and after using word wall media in teaching vocabulary. In addition, this study took four meetings in the class, (4) in this step to located, modified, or developed instruments that provided those measures, (5) the final step involved actually collecting the data.
5. Participant
   
a. Population

   A population was a group of individuals who had the same characteristic (Creswell 2012). The population of this research was the first-grade students of SMPN 46 Bandung.

b. Sample

   A sample was a subgroup of the target population that the researcher planned to study for generalizing about the target population (Creswell 2012). It was supported by Arikunto (2010:131), suggested that the population was less than 100 the researcher could take all, but the population was more than 100 the sample in between 10%-15% or 20%-25%. Thus, for this research, there was only 1 class of 9 classes that used the sample which the class consisted of 32 students that used the sample.

c. Sampling Technique

   The sampling technique was non-random sampling. Arikunto (2010), non-random sampling was a sampling technique based on the researcher considerations. In this study, the experimental was selected by an English teacher in the school.

H. Technique of Collecting Data

   This research used the test to collect the data that analyzed. There were pre-test and post-test to study the progress of students’ achievement before and
after they studied vocabulary by using word wall. This following above was the technique and processes to collect data:

1. **Pre-Test**

According to Creswell (2012), Pre-test provided a measure on some characteristics that was accessed for participants in an experiment before they received a treatment. Time allocation for doing the test was 45 minutes. In the pre-test, researcher provided 20 questions about vocabulary. That was multiple choices and filling the blank. The pre-test was a test that is given to students in class VII F in SMPN 46 Bandung to measure their ability before treatment process (teaching by using word wall). This test was given to know the basic competence for students in class VII F and to know their earlier knowledge before they got treatment.

2. **Treatment**

According to Creswell (2012), the experimental class could be provided with some treatment, while the control class would receive usual treatment. In this process, the writer did not divide the class into two groups, because the researcher had only 1 class an experimental class. Experimental class was given treatment by using word wall media in improving students’ vocabulary mastery. The writer gave the treatment using word wall media while 4 meetings in experimental class.

3. **Post-Test**

Post-test was a measure of some attribute or characteristic that was accessed for participants in an experiment after a treatment (Creswell, 2012). Time allocation for doing the test was 45 minutes. In the post-test, researcher
provided 20 questions about vocabulary, it was the same questions in the pre-test. That were multiple choices and filling the blank. Post-test was a test that was given to students in the class VII F after they got treatment (teaching by using word wall). It was done to know the final score and to know the students’ difference competence after they got treatment.

I. Technique of Data Analysis

1. Testing the Normality

Testing the normality is conducted by the procedure as follows:

a. Calculating the range (R) of data

   Formula:
   
   $$R = \text{the highest score} - \text{the lowest score} + 1$$
   
   $$R = H - L + 1$$

   (Sugiyono, 2009: 55)

b. Calculating the class interval (K)

   Formula:
   
   $$K = 1 + (3, 3) \log n$$

   (Sugiyono, 2009: 35)

c. Calculating the length of class interval (P)

   Formula:
   
   $$P = \frac{R}{K}$$

   (Sugiyono, 2009: 40)
d. Making the table of distribution of frequency

- \( S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} \)  
  Counting deviation standard

(Sugiyono, 2009: 58)

\( \bar{x} = \frac{\sum f_i x_i}{\sum f_i} \)  
With:

- Calculating the degree of freedom with the formula:
  \( dk = K - 3 \)

- Calculating the value of \( \chi^2 \) from the table
  \( \chi^2_{table} = \chi^2_{(1-\alpha)(dk)} \)

- Calculating normality test criteria

Normality test with determination, as follows:
- The data is normal if \( \chi^2_{count} \leq \chi^2_{table} \)
- The data is abnormal if \( \chi^2_{count} > \chi^2_{table} \)

2. Hypotheses Test

A hypothesis test is used to know the influence of word wall media on students’ vocabulary mastery. The hypothesis test is done by testing the statistic data. Testing hypotheses by using T-test formula as follows:

\[ t = \frac{X_1 - X_2}{\sqrt{\frac{1}{n_1} - \frac{1}{n_2}}} \]

\( X_1 = \) mean of pre-test of the experimental class

\( X_2 = \) mean of post-test of the experimental class
\( n \) = the total number of case

\( d_{sg} \) = cumulative standard deviation on the experimental class

\[ d_{sg} = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}} \]

\( V_1 \) = the pre-test standard deviation of the experimental class

\( V_2 \) = the post-test standard deviation of the experimental class

The next step is determining the table score, as follows:

- If \( t_{\text{count}} > t_{\text{table}} \), \( H_a \) is accepted and \( H_0 \) is rejected, it means it is significant of word wall media in improving students’ vocabulary mastery.

- If \( t_{\text{count}} < t_{\text{table}} \), \( H_a \) is rejected and \( H_0 \) is accepted, it means that there is no significant of word wall media in improving students’ vocabulary mastery.

3. N-Gain Test

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the development of students’ vocabulary mastery after the using word wall media. To know the improvement of the students’ vocabulary mastery, normal gain (\( d \)) is used with the formula:

\[ d = \frac{Post – test score – Pre – test score}{Maximum score – Pre – test score} \]
Normal gain score acquired is then interpreted into the table, as follows:

**Table 1.1**

**Normal Gain Interpretation**

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00-0.30</td>
<td>Low</td>
</tr>
<tr>
<td>0.31-0.70</td>
<td>Medium</td>
</tr>
<tr>
<td>0.71-1.00</td>
<td>High</td>
</tr>
</tbody>
</table>

(Arikunto, 2010: 19)

The conversion score of number and character scoring is stated. Here are the details to see, as follows:

**Table 1.2**

**Conversion Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Character</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>A</td>
<td>Very good</td>
</tr>
<tr>
<td>66 – 79</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>56 – 65</td>
<td>C</td>
<td>Enough</td>
</tr>
<tr>
<td>40 – 55</td>
<td>D</td>
<td>Minus</td>
</tr>
<tr>
<td>30 – 39</td>
<td>E</td>
<td>Failed</td>
</tr>
</tbody>
</table>

(Arikunto, 2010: 245)