

CHAPTER I

INTRODUCTION

A. Research Background

The basic function of language is to communicate, so language means as a tool of communication in human life. Vocabulary is one of the language aspects that is very important for studying English. By having vocabulary well, students will be easier to accept the teacher's explanation. In using the language, students who are rich in vocabulary will be successful in expressing skills. But one who is poor in vocabulary will get trouble in those skills. In a class, most of the students are passive because they do not know a lot of vocabularies.

Vocabulary is needed to improve four language skills that include listening, speaking, reading and writing. Similarly, Jordan (1997:149) also states that: 'teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it is of concern to all four language skills'' cited in Anggriani (2013:2). It means that the vocabulary plays an important role for the study in their field of learning. The students who are less in vocabulary, will be difficult in understanding the text, unable to speak English, and difficult to write their own idea. According to Thornbury (2002:13)'' without vocabulary nothing can be conveyed''. So that why vocabulary is important.

In this research, the researcher chose the fifth grade of Pasifikus Elementary School. From the researcher observation, the students' vocabulary is low. It is clear that the students' have a lot of problems in vocabulary. For example, the students have difficulty in remembering new vocabulary encountered because they have never used the language before. It was showed that the students did not know the meaning of question when they did the test. Second problem, the students are not interested in learning English, because strategy used for teaching vocabulary may not suitable. As a result, the students feel that they are forced and they would get bored.

The researcher saw these situations and thought the students' need new media to make the learning and teaching process more effective, interesting and motivation through *word wall* game as a media in teaching vocabulary competence. Word wall game as a media can help the student's achievement in learning English. According to Southerland (2011:43) a word wall is a display of words on the wall or bulletin board of a classroom that is used as a visual reminder of material that is being learned. It is an exciting waysto help students to enrich theirvocabulary, because it is easy to use in the class. Besides that, word wall will help the student to remember word by word clearly. According to Thornbury (2002:23)'' the learner need not only to learn a lot of words, but to remember them''.

Finally, from the explanation above the researcher conducted the research on teaching vocabulary through word wall at the fifth grade of Pasifikus Elementary School Pontianak in academic year 2015/2016. The researcher also hopes this research will be useful to the English teacher especially to enrich student's vocabulary.

B. Research Problem

The research problems based on the research background above are:

1. Is teaching by using Word Wall Game effective in students' vocabulary competence on the fifth grade of Pasifikus Elementary School Pontianak in academic year 2015/2016?
2. How effective is the use of word wall game in the Students' Vocabulary Competence on the fifth grade of Pasifikus Elementary School Pontianak in academic year 2015/2016?

C. Research Purpose

Based on the research questions above, the purpose of this research are:

1. To find out whether or not word wall game effective in students' vocabulary competence on the fifth grade of Pasifikus Elementary School Pontianak in academic year 2015/2016.
2. To find out how effective using word wall game in the Students' Vocabulary Competence on the fifth grade of Pasifikus Elementary School Pontianak in academic year 2015/2016.

D. Significance of the Research

Based on the research, the significant of the research are:

1. For the Teachers

By conducting this research, the teacher is expected teaching vocabulary competence through word wall game. In addition, the teacher also can apply word wall game to make the effectiveness of the process teaching and learning in the class and the students can increase vocabulary competence by using word wall game.

2. For the Students

To applying of word wall game is expected to be able to the students' more active in teaching and learning process. In addition, it helps them to increase vocabulary competence.

3. For others Researchers

The result of this research can be a reference for the others researcher who seeks for a relevant study toward learning.

E. Scope of Research

1. Research Variable

A variable is something that can be changed, such as a characteristic or value. Variables are generally used in psychology experiments to determine if changes to one thing result in changes to another. A variable is the characteristic or attribute of an individual, group, educational system, or the environment that is of interest in a research. According to Kerlinger: "Variable is a property that takes on

different value.” cited in Singh (2006). There are two variables involve in this research as follows:

a. Independent Variable

Independent Variable is the mayor variable that the researcher hopes to use investigate. According to Singh (2006) stated “ an experiment is conducted to examine the effect of a variable or treatment which is known as experimental variable or Independent variable. The main attention is given in the experiment to observe its effect. The programmed instruction strategy may be an experimental variable or Independent variable”. In addition, Cohen at al (2007: 504) stated “ an independent variable is an input variable, which cause, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified to affect an outcome. “ Therefore, the use word wall game is as independent variable.

b. Dependent Variable

The dependent variable is the variable that the researcher observed and determines the effect of the independent variable. According to Singh (2006) stated “the basis on which the effectiveness of the experimental variable is established or studied is known as the criterion variable or dependent variable. The

student achievement is the criterion variable or dependent variable''. Therefore, student's vocabulary competence is as the dependent variable.

2. Terminology

In order to avoid misunderstanding between the researcher and the readers in this research, the researcher provides some explain of some term which used in this research. They are:

- a. Word Wall is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom.
- b. Vocabulary is not only about meaning of words but it required the usage of the words in the appropriate context.
- c. Fifth grade of Pasifikus Elementary School Pontianak which is located on Jalan Purnama 9 No. 1-2 Pontianak and the school that chosen by the researcher as the school to conduct this research.

3. Hypothesis

The researcher uses hypothesis to complete this research. According to Muijs (2004:8), "a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation''. According to Cohen *et al*, (2007:516)'' There two kind of hypothesis are usually written thus: H0: the null hypothesis, H1: the alternative hypothesis. Therefore, in this research there are two hypotheses, as follows:

a. The Null Hypothesis

Word wall game is effective on the students' vocabulary competence at the fifth grade of Pasifikus Elementary School Pontianak in academic year 2015/2016.

b. The Alternative Hypothesis

Word wall game is not effective on the students' vocabulary competence at the fifth grade of Pasifikus Elementary School Pontianak in academic year 2015/2016.

