

CHAPTER I

INTRODUCTION

A. Background of the Study.

Vocabulary plays an important role in language learning and teaching. Language cannot be learned without vocabulary, as vocabulary is one of the elements of language that directly contributes to the acquisition of her four language skills: listening, speaking, reading, and writing. According to Jack Richard and Willie A. Renandia, vocabulary is an important part of language learning and the foundation for students to speak, listen, read and write well. Therefore, a rich vocabulary makes it easier for students to acquire language skills. On the other hand, students with a small vocabulary will find it difficult to understand texts, speak English, and write their thoughts. Vocabulary is clearly necessary to express meaning and convey ideas through both receptive and productive capacity to acquire language skills.

Vocabulary allows us to verbally communicate our feelings. According to Hanson, S., & Padua, (2011), vocabulary refers to the words used in both spoken and written sentences. The most

significant language utilized in international communication worldwide is English as a foreign language. In the current era of globalization, everyone is vying to become fluent in English in order to improve their ability to communicate on a worldwide level. Before English was established as an international language, several nations used English as their primary language, including the United States, which has adopted English as its official language.

However, the students' vocabulary difficulties using English are caused by their vocabulary achievement which is still limited. Students frequently act passively in English classes as a result of their limited vocabulary, which prevents them from learning the language. As stated by Thornbury (2002), "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." It tells us that if someone wants to be able to convey meaning, they need vocabulary. Based on the experience of the researcher, when the researcher conducted the *PLP Perkenalan Lingkungan Prasekolah* (Introduction to School Field) program in a Public Senior High School in West Surabaya, she met problems with students' vocabulary, namely students tended to have limited

understanding of vocabulary, and they were hesitant to interpret vocabulary in reading. After analyzing the problem, the researcher found several factors causing why students lacked vocabulary. One of them could be influenced by the teacher's strategy in teaching vocabulary.

There are many applications and websites that would be used by teachers and students to make learning simpler and more varied. Some of these popular applications are Quiziz, Kahoot!, learningapps.org, Word Wall, and many more. According to Hall, D., & Cunningham, (1999) Word Walls and Word Wall activities help students develop a vocabulary of sight words, memorize words, and read sentences. According to Ehri (2005), students may read more fluently and successfully when they can recall words from long-term memory.

In addition, Word Wall use more themes and use favorite words. Some interesting activities can be done, for example, there are various features in Word Wall, namely: match up, quiz, open the box, random wheel, unjumble, find the match, group sort, missing word, anagram, maze chase, gameshow quiz, matching pairs, true or false. However, only three are commonly

used, namely: quiz (in the form of multiple choice), matching pairs, and true or false. These make students more active in the classroom. Beside that, the students easily make sentences and memorize the words.

Based on the background above, the researcher would like to conduct a research by the title *"Using Word Walls in Teaching English Vocabulary and Its Impact on the Students' Vocabulary Achievement."* Because of that, the researcher will be applying Word Walls as a platform in the teaching and learning process. This platform can make students active in the classroom, and this media platform is expected to solve the students' problems that are explained before.

B. Limitation of the Study.

1. Scope

Using gamification in teaching English vocabulary and its impact on vocabulary achievement.

2. Limitation

The study will only focus on using Word Wall in teaching English vocabulary and its impact on vocabulary achievement. The materials of vocabulary is the noun

words used in “*Descriptive Text about place or tourism attraction*” for tenth-grade students of Public Senior High School in West Surabaya.

C. Statement of the problem.

Based on the background of the study described above, the researcher found a problem, namely the students’ difficulties to speak using English because their vocabulary achievement was still low. Therefore, the researcher formulates the problem as the following question: Is there any impact of using Word Wall in teaching vocabulary on the students’ vocabulary achievement?

D. Purpose of the Study

The purpose of the study is to determine whether the use of Word Walls in teaching vocabulary has an impact on the students’ vocabulary achievement.

E. Significance of the Study.

1. For Teacher

A teacher does not only teach. The teacher is also an educator and instructor for the students. The researcher expects the result of the study will help teachers to guide their students to apply Word Wall platform in teaching vocabulary.

2. For Students

This study could provide the benefit of using the Word Wall platform for learning English vocabulary. The students are expected to be more interested and more active in the learning process.