

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Language means as a tool of communication in human life. English is a language that we use to communicate each other, whether it is spoken or written language. English has function as communication tools to access information, interlace the interpersonal relationship, and change information.

The first step that we have to reach in mastering English is by knowing the meaning through vocabulary mastery. Vocabulary is the words units that the meaning is known and can be used by a person in a language to arrange a new sentence. The vocabulary riches of someone generally regard as description of her/his intelligency or education level. Jordan (1997:149) states that teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it concerns to all four language skills, they are speaking ability, reading ability, listening ability, and writing ability.

According to Hiebert and Kamil (2005), vocabulary is knowledge of knowing the meaning of the words, and words represent complex and multiple meanings. Furthermore, these complex and multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts.

The text used in this research was descriptive text. Descriptive text is a text which describe a particular person, place or thing (Garot and Wignell 1994).The students were not only expected to understand words in descriptive texts, but also texts could be expected to introduce them to many new words. So this research was about vocabulary achievement helps students in reading comprehension. The students were expected to be able to understand and know the meaning of the words according to the contex of text. If the students could understand and know the words meaning in descriptive text, they wold be able to comprehend the text well. Reza (2012) stated, If learners do not have sufficient vocabulary knowledge, they will have difficulties in recognizing the content thereby failing the vocabulary learning test and lose interest in reading.

Nowadays, the students still often face the difficulty to comprehend the decriptive text. Because they have or face some difficulties in knowing and understanding the meaning of the words in some contexts. It was because of the students English vocabulary mastery is still not good enough.They have limited vocabulary to comprehend the meaning of the words in the text, so they are difficult to comprehend the content.

The researcher observed teaching learning process in the class of seventh grade students in SMP Negeri 3 Pangaribuan, and founded that the teacher still uses theold method of learning activity. If the students face the difficulty to know the meaning of a word as long as the learning process, the teacher asksthe students to look for the meaning in dictionary or tells the meaning directly.

Sometimes teacher also asks them to read the text first, then find difficult words with their meaning, but the students were still difficult to understand and know the meaning of the vocabulary, because not all of the students have the dictionary or may be sometimes they left their dictionary at home. The students also will always depend on the dictionary meaning not on the word context understanding, and the students will often wait the teacher to tell the meanings. If they can not recognize the content of the text, of course they will be difficult to do the task. Finally some of students couldn't pass the passing grade (KKM).

The students often choose the wrong answer of the question from the text, because they don't understand the content of the text. For example, objective test which was given by the teacher, such as multiple choice question, where the alternative answer of the question were provided by the teacher, and the students were asked to choose the correct answer of the question based on the text. The students could find the correct answer by reading the text and comprehending the content. In fact, they still often do or choose the wrong answer of the question, whereas the correct answer could be founded from the text by reading it. It was because the students didn't understand the content of the text, so they couldn't find the correct answer from the alternative answer given.

In this case, students faced difficulties to recognize the content of the text, because they didn't know the vocabulary. So, the teachers were expected to have and make some interesting way in language teaching, especially English Language. The teacher could use some models to make it easier and attract the

students attention. One of the models is *word wall*. *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. 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, Bauman (2007).

The word wall is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to improve the students' vocabulary mastery. The words display have been used in this research was words related to description text to help them remind the material learned. Therefore, by applying *word wall*, the researcher hope that the students could know new vocabularies and able to comprehend the decriptive text well.

B. The Problem of Study

Based on the background of the study, this research problem was formulated as the following: “ is there any effect of word wall on students' vocabulary achievement in reading decriptive text of the grade VII SMP Negeri 3 Pangaribuan?”

C. The Objective of the Study

The objective of this study was to investigate whether the application of Word Wall significantly affect the students' vocabulary achievement in reading descriptive text or not.

D. The Scope of Study

The scope of the study was focused on the application of Word Wall on students' vocabulary achievement in reading descriptive text. The students in this case were the first year students in SMP Negeri 3 Pangaribuan.

E. The Significant of Study

The result of this study were expected not only to be the merely data aggregation, but something more advantages theoretically and practically. It could be described as follow:

Theoretically, the result of this study could be a reference for those who are interested in teaching vocabulary and reading vocabulary.

Practically, the result of this study would be usefull for:

1. The students; hopefully this study could be usefull for them to enlarge their vocabulary knowledge and help them recognize the content of the descriptive text so they could improve their reading ability.
2. The teacher; this study was aimed to help teacher find the advantagous information based on the content of this study which related to the students' vocabulary achievement in descriptive text, then teacher could vary and use this technique as an alternative for teaching and learning.
3. The other researchers; this study was intended to be one of their resources to make another research about sudents' vocabulary achievement and reading comprehension, and give additional information for the next related study.