

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Thornburry (2002: 13) wrote that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Because vocabulary is the key if they want to be able to understand and use English well.

For a native speaker, learning vocabulary is easy to learn, but for the students who are not a native speaker, it may not be easy to learn English vocabulary. The same thing is also happened in one school in the South Thailand, Ao Loek Krabi exactly. The name of school is Santi Vittaya School. The instruction of English language in that school is minimum. Because as the researcher's experience of teaching practice there, English becomes one unfavorable subject in that school. Students at Mattayum 1/3 are low interest to learn English. They have difficulties in understanding English. When English teacher and the researcher tried to talk to the students, they could not answer in English, but they answer in Thai. Based on the interview to the headmaster and English teacher said that those class had a problem of master English, vocabulary exactly, such as the students felt difficulty to answer when the English teacher asked about the meaning of words. They also less interest when they had to study English especially when they had to memorize vocabularies. This is become the

serious problem for English teachers there. If they do not rich of teaching strategy, teaching English will be troublesome and laborious for them, because English is refused by the students there.

In this paper, it presents a media to improve student's vocabulary mastery for Mattayum 1/3, namely "Word Walls". This media is designed to make student easier to understand and remember all of vocabularies they want to know and learn. It can also be applied not only in the class, but also at students' home, or the place they usually come in and the things they bring.

One approach of facilitating vocabulary learning that has attracted increasing attention is Vocabulary Learning Strategies (VLS). Interest in VLS has paralleled a movement away from a predominantly teaching-oriented perspective to one that include interest in how the action of learners might affect their acquisition of language. It seems that many learners do use strategies for learning vocabulary (Schmitt, 2000: 132). And the writer tried to present a learning media called as Word Wall. Word wall is a learning media because it presents current academic vocabulary, such as Harmon et al. (2009: 399) states that the use of interactive word wall holds instructional potential for enhancing vocabulary learning as students engage in activities centered around the word wall-activities in which students explore, evaluate, reflect and apply word meanings in meaningful contexts. Additionally, word walls that include visual differentiate instruction for English language learners (Carr, Sexton and Lagunoff, 2007:15).

Based on the explanation above, the researcher choose Word Wall because there are several purposes such as enhancing students' vocabulary mastery of Santi Vittaya School, the teachers can apply a creative learning media in the

teaching learning process. Thus, it will makes students interested in learning vocabulary. And also the researcher tried to implement the learning media related to the student's vocabulary mastery in learning English. That is the reason why the researcher choose the title of this thesis:

“Improving Students' Vocabulary Mastery by Using Word Wall at Mattayum 1/3 Students of Santi Vittaya School, Krabi Thailand in 2017-2018 Academic Year”

1.2 Problem of the Research

Based on the background of the research, the problem could thus be formulated as follows: “How can the use of Word Wall improve the vocabulary mastery at Mattayum 1/3 students of Santi Vittaya School?”

1.3 Objective of the Research

In line with the formulation of the problem above, the objective of the research is to improve the vocabulary mastery of Mattayum 1/3 students of Santi Vittaya School by using Word Wall in 2017-2018 academic year.

1.4 Operational Definition of the Terms

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1. Word Wall

Word wall is a group of words stick on the wall, whiteboard, or other medium that can be seen by students in the class. The use of word walls itself is to make the students easier to recognize and memorize the words (in the written

form). The word that is written on the word wall is only the keyword of a material or unit that the students have to understand more. The keyword can be included as adjective, noun, verb and adverb that appropriate with the theme that will be studied.

2. Vocabulary Mastery

Vocabulary mastery in this research can be defined as a list of word in particular language or total number of word, which make up a language (Hornby, 1995:1331). In other words, vocabulary mastery is the amount of words in certain language that is used by individual. In this study we will study about common nouns, possessive adjective, countries and nationalities, and days of the week. The vocabulary mastery can be seen from the score of vocabulary achievement test.

1.5 Significance of the Research

By doing this research, it is expected to give the significance for the students to increasing their vocabulary mastery. Besides, it is also expected to give the significance to students, English teacher and other researcher.

- a. For English teacher, hopefully that the English teacher will know and enrich the technique and media in teaching English, especially in vocabulary learning. So, the teacher can select a good media teaching learning in order to interests the students.
- b. For the students, hopefully the students will know the easy and interactive ways to learn about vocabulary. So they can easily to learn English vocabulary wherever they are. Because it is also can be practiced at home, not only in the class.

c. For the other researchers, hopefully the writing of this paper will be useful for them, and also can be a reference for their research about vocabulary achievement.

1.6 Scope of the Research

The discussion of vocabulary is too large and complex to be covered in single study, so some variables must be limited. This study is limited to Mattayum 1/3 students of Santi Vittaya School in academic year 2017-2018 and focused on the application of Word Wall to improve the student's vocabulary mastery.

