CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. English Vocabulary Mastery

Vocabulary mastery is very important for students to know and add new information and insights. Vocabulary Mastery According to Rahmawati (2022). One of the requirements to learn English as a second language is vocabulary competence. This shows that children have the capacity to understand and apply language and it meanings. Apart from learning a lot of new words, students also need to memorize those words in their memory. The ability to use words effectively in speaking, writing, listening, and reading are all aspects of English language proficiency. Students' language skills increase along with vocabulary mastery. Vocabulary is one of the basic skills that must be mastered in the four language skills. If students have to master a wide variety of language skills, learn vocabulary words that are relevant to the number of language assignments. Then there are about 2000 basic terms in productive vocabulary, and receptive vocabulary is also important.

According to Agama & Singaraja, (2020). Vocabulary must also be continuously expanded, expanded, considering the increasingly rapid development of English both in terms of form and meaning. The students' vocabulary mastery ability is relatively limited, caused by the use of media that is not in accordance with students' interests. This must be addressed immediately by improving the use of appropriate teacher learning media by taking into account the wishes and needs of students according to their ability level. The use of media is still limited, this needs to be overcome by providing media to attract students' attention, so that students feel less interested and less enthusiastic in participating in learning. The most important factors in the success of vocabulary learning and language teaching in general include: the factors of the students themselves, the

teacher's ability to carry out teaching and learning activities, and the availability of learning facilities and infrastructure in the school environment. The teacher in this case has a very important role for students, in this case the teacher must be fully responsible for the success of the learner. This means that teachers are required tobe professional in dealing with all the problems that exist in the classroom such as the different abilities of students and the way to handle them varies from one student to another, so that a teacher can also change student behavior for the better, provide solutions to students in overcoming learning difficulties.

2. **The Importance of Vocabulary**

The learning of Vocabulary is important part in foreign language learning especially for students English Village of Parit Baru . The meanings of new words are very frequently emphasized, whether in books or in verbal communication. Vocabulary is considered as the central in language teaching and is of paramount importance to a language learner. Learning vocabulary is important for learners, as Sipayung (2018) says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It means that mastering vocabulary is needed by the students because it will be hard to say something without mastering grammar and without mastering vocabulary there is nothing to say. Teaching vocabulary is not easy, the teacher must pay attention to the media he uses in teaching vocabulary, whether the media is effective or not. Through this article, the researcher summarizes the related research that focus on the importance of vocabulary and explaining many technical by some English teachers and lecturer when teaching English, as well as writer's personal view of the issues.

3. **Type of Vocabulary**

Marlianingsih.N.(2016 : 135) stated types of vocabulary, namely:

a. Nouns

The first words used by children are nouns, generally monosyllabic words taken from favored babbling sounds.

b. Verbs

After children learn enough nouns to name objects around them, they start learning new words, particularly those that describe actions like "give," "take," or "hold."

c. Adjectives

Adjectives appear in a 1.5-year-old child's vocabulary. Initially, the most common adjectives used are "good," "bad," "nice," "naughty," "hot," and "cold." These words are primarily used to describe people, food, and drinks.

d. Adverbs

Adverbs are used at the same age as adjectives. The earliest adverbs that appear in a child's vocabulary are generally "here" and "where."

4. **Aspects of Vocabulary**

According Nation (2013:2) classifies nine aspects of vocabulary knowledge in three general categories: (a) knowledge of word form; (b) knowledge of word meaning; and (c) knowledge of word use.

a. word form : This category encompasses aspects related to understanding the structure and forms of words. For example, knowledge of how words can change into plural forms, verbs in various tenses, or the use of specific prefixes and suffixes.

b. meaning : This category involves understanding the meanings of words. It includes comprehension of the basic meaning of a word as well as figurative or connotative meanings associated with it. Knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) also falls under this category.

c. word use : This category involves understanding how words are used in different contexts and how they interact with other words in sentences. It encompasses knowledge of specialized vocabulary used in specific fields, collocations (word

combinations frequently used together), as well as an understanding of idioms and idiomatic phrases.

5. **Teaching Vocabulary**

The mastery of Vocabulary in English a small step for many second or foreign language learners. But from this small step, its guides the learner to the bigger step. Teacher needs to think that how to teach Vocabulary so that the students eassy to recognize and applied the Vocabulary to the other English skills. In vocabulary instruction, teachers should use teaching strategies to support the teaching process.The use of strategies in vocabulary teaching is very important to help students acquire vocabulary more easily.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

Teachers provide knowledge and skills to students, and students respond in the form of skills and performance in return. The most important role of classroom instruction is to facilitate student learning, and one of the ways to do this is through the provision of teaching materials.

B. **The Nature of Word Wall**

1. **Definition of Word wall**

Word Wall is an interactive learning platform designed to help educators enhance students' reading, writing, and vocabulary skills in a fun and engaging way. As a part of teaching Aids, the use of Word Wall media is very important to improve learning quality. The implementation of Word Wall is teacher command the students to go to their Word Wall learn.

Wardani (2016) reported to that Word Wall was convenient and effective in teaching vocabulary. Word Wall helps Chinese students build

their vocabulary and encourages them to learn Mandarin Chinese. The data showed significant differences between the control and -treated groups. Therefore, Word Wall is believed to help students understand information. Word Wall is a learning game that can be a learning tool. This education system has many interactive games that teachers can create or modify according to the theme, helping students increase their vocabulary (Jackson, 2018).

Based on the previous study, word wall has been used as an effective language teaching medium to increase students' motivation in learning English and improve students' vocabulary achievement. Related to this, the data obtained by the researcher in the section above shows that the use of word walls can also improve the vocabulary achievement of a student at English Village of Parit Baru.

2. **Teaching Vocabulary by Using Word Wall**

Knowledge teaching is an important part of education. Word Wall is the medium that keeps students interested in learning. Teaching vocabulary is not simple. The teacher should notice the most effective media for teaching English vocabulary. Media is something that can deliver information and support Engglish teaching-learning activity effectively (Sudiran, & Prasetiyowati, E 2014). Many styles of media may be employed in teaching vocabulary; one among them is word wall. A word wall could be a cluster of words that area unit displayed on a wall, bulletin board, check board, or white board in school room. Solikah (2017) said that the word wall has organized a collection of large printed words on the classroom wall. It means that word wall is one among the media that may be used to improve vocabulary mastery exploitation that words written in large fonts so that it is easily visible from all students' seating. From the above statement, it can be seen that the word wall is an effective medium and a fun way of teaching vocabulary. Using the wall, students can memorize words without feeling like they are taking themselves seriously. indirectly misses the message by behaviors such as staring at the wall. Word Wall as a learning media

3. **The procedure teaching Vocabulary using word wall**

According Jackson & Narvaez (2013 : 44).

a. Step (1) Planning the Word Wall

Purposeful planning provides opportunities to plan instructional activities that focus on core science ideas, performance expectations, and vocabulary with fidelity all while heeding district guidelines. It also provides time to understand the grade band endpoints vertically, answering the questions of what has been taught, what needs to be taught, and what will be taught in future grades.

b. Step (2) Create a Student Worksheet

After we identify vocabulary and sketch the interactive word wall, we prepare a student worksheet that mirrors our sketch. Students are given copies of the organizer worksheet that they complete as the word wall is constructed during the unit.

c. Step (3) Place the Word Wall

Once we have selected vocabulary, have an idea of how specific concepts are linked, sketched the word wall, and prepared the student organizer worksheet, we are ready to place the word wall frame in our classrooms Wall space and room arrangements often determine the configuration and placement of word walls.

d. Step (4) Build the Wall in Class

Once the word wall is placed, we are ready to build the wall with our students. We like to plan and structure instruction around the construction of the word wall.

e. Step (5) Complete Student Record Sheet and Word W all Together

Student organizer worksheets mirror the word wall. As the word wall sections are completed, students fill in corresponding sections of their organizer. As a result, the students have a copy of the word wall in their possession.

4. **Word Wall as a learning medium**

The use of technology in education, as supported and claimed by Alkamel & Chouthaiwale, (2018) makes the learning process more dynamic, interactive, and interesting for each learner. Students' interest in learning can be stimulated through interactive teaching strategies in the classroom. Yet, the teachers typically use the traditional teaching methods, in which they answer the students directly, which aims to make learning easier. The challenges teachers face in the modern era are essentially the same as in the past. These challenges center on utilizing instructional strategies that cater to the students' requirements while remaining relevant. Along with the instructor, the students find it challenging to comprehend and acquire information in reading text.

Teachers must use learning media to convey information to students. The advancement of technology also creates opportunities for teachers and students to gain knowledge with more advanced and valuable media. One of them is the use of educational applications to assist in learning. Word wall is one of the applications that teachers use to teach. Teachers have traditionally used this media by pasting words on the wall and pinning the meaning of the words used.

Figure 2.1 example of Word Wall in teaching English Vocabulary

Adopted from https://images.app.goo.gl/5mk4kveULyoZ7mkL6

5. The Advantages And Disadvantages Of Using Word Wall

In teaching Vocabulary, teachers should choose appropriate teaching media that can Cath the students interest. One of the teaching media can be apply is Word Wall media. Commonly the Vocabulary is used to teach the Vocabulary.

Advantages of using word wall There are some advantages and disadvantages of using word wall by Solikah (2017:38). The advantages of using word wall are to support the teaching of necessary general principals about words. To develop a growing core of words that becomes a part of a reading and writing. To create the student's apply English for communication, particularly English language. To make a spread of word wall by the teacher's own word. Furthermore the teachers can choose the vocabulary topic or grammar item form an oversized database of exercise. All exercises are interactive and simple in learning English, like matching word, word association and missing letter. However, the disadvantages of using word wall are word wall requires a long time, equipments, colors, imagination and ability to supply smart word wall (Solikah, 2017:39).

C. Previous Studies

In order to support the research sources, here is a relevant Study about using of Clustering Technique in teaching learning as follow:

Wilsana Ananda (2015) entitled "Teaching vocabulary to Grade VIII students at SMP Negeri 9 Palu by using word wall strategy"(A Classroom Action Research) This study aims to determine whether the Word Wall strategy can be used to increase students' English vocabulary knowledge. based on the researcher conducted two cycles and each cycle consisted of four meetings, and the researcher said the teaching and learning process activities were going well so using the Word Wall strategy significantly increased student vocabulary.

Syahban Mada Ali (2019) entitled" Improving Students' Vocabulary Mastery through Word Wall Method at Ninth Graders of SMPN 1 Mamuju" (A

classroom Action Research) The aim of this study is to determine the content of the students, especially to determine the correct sentences for SMP Negeri 1 Mamuju students using the Word Wall method. This work consists of 3 Cycle .The research object is 30 students. The results of this study showed that students' Vocabulary improved.

Sri Utari, Dewi Syafitri, Sastika Seli (2020) entitled ". Teaching Vocabulary Using Word Wall Media".(A Classroom Action Research) Base on the results of researcher learning vocabulary using word wall media is significantly effective in class VII students of SMP Negeri Selangit in the 2018/2019 Academic Year.

Putu Cening Pradini (2022) entitled "Teaching English Vocabulary to Young Learners with Word Wall Application: An Experimental Study." This study used a quantitative method in collaboration with experimental design - The sample of this study was 5th grade students at SDN 1 Mambang in academics Year 2021/2022. This research is specifically aimed at Increase the English vocabulary of young learners at SDN 1 Mambang by using Word Wall.

Based on the explanation of previous studies above, the researcher have found that Word Wall is only used in formal contexts and has not been used in non-formal educational settings such as Parit Baru English village. In previous studies, the majority of Word Wall implementations were used as a strategy for vocabulary comprehension or mastery in general. Additionally, researchers have identified a gap in previous research, namely that the implementation of Word Wall was predominantly focused on middle schools. However, the researcher in Parit Baru English village applied Word Wall as a tool to enhance English vocabulary among learners .