CHAPTER II

WORD WALL GAME TOWARD STUDENTS' VOCABULARY

COMPETENCE

A. The Nature of Vocabulary

Vocabulary cannot be separated from language learning process. It is also one element of language that to support the four language skill namely: speaking, writing, reading and listening. That is why vocabulary as a part of language that is very important to be taught and learnt for students who learnt new language. According to Hubbard (1983) Vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond and Gullohn (2006) suggest that vocabulary is the knowledge of words and their meanings cited in Fortes (2007:11). Vocabulary is needed.

According to Thornbury (2002:13), ''without vocabulary nothing can be conveyed''. Furthermore, Folse (2008:12),'' While a basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication whether in speaking/listening or writing/reading can be accomplished when learners have acquired more vocabulary''. Similarly, ''learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them'' (McCarten, 2007:21). These are words that are often less well known to students and less frequent in use.

However, Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of the context rather than guessed at cited in Fortes (2007:11). In the other words, Vocabulary is not only about meaning of words, but words come in both oral and written forms, and the words typically used in speech are less precise and of a more limited variety than the words used in print (Raphael, 2010:2) .

The researcher can conclude that vocabulary is the central of language because vocabulary is not only about meaning of words, but required usage with appropriate of the words in the context. Moreover, vocabulary is a tool to express ideas, emotions, and desires to other people both in speaking and writing. Without knowing about vocabulary, someone will not be able to communicate with others. Finally, vocabulary is very important for English learners, it cannot be ignored.

B.   **Aspects of Vocabulary**

There are some aspect of vocabulary that is should learnt by the students. According to Nation (2001) ''identified the aspects of vocabulary that determine what it means to know a word. He distinguished three overarching aspects of vocabulary knowledge, each with three subcategories: form (spoken form or pronunciation, written form or spelling, and word parts such as a prefix, root, and suffix), meaning (form and meaning, concept and referents, associations), and use (grammatical functions, collocations, constraints on use)'' cited in Neary-Sundquist

(2015:70). However, ''vocabulary is a special problem because there are multiple aspects of vocabulary knowledge that learners must master, including polysemy, connotation and usage, part of speech, frequency, and collocation'' Folse (2008:14). The focus in this research was meaning, spelling and grammatical functions because the students got difficulties to understand on those parts as explained before in the research background. The meaning is important aspect that should be understand by students. Thus, meaning become one of aspect that focus in this research.

However, when the researcher considers what the students need to know about a word to use it appropriately, the researcher can make a link among grammatical functions, spelling and meaning. It is clear that meaning, spelling and grammatical functions is the important aspect in learning vocabulary.

In addition Pikulski and Templeton (2004:4) also stated that a comprehensive approach consisting of the following components needs to be in place such: (1) Use "instructional" read-aloud events, (2) Provide direct instruction in the meanings of clusters of words and individual words, (3) Systematically teach students the meaning of prefixes, suffixes, and root words, (4) Link spelling instruction to reading and vocabulary instruction, (5) Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works, (6) Teach, model, and encourage the application of a word-learning strategy, (7) Encourage wide reading, (8) Create a keen awareness of and a deep interest in language and words.

From explanation above, it can be concluded that meaning, grammatical functions and spelling support the students in understand vocabulary. Therefore, three aspect of vocabulary such as meaning, spelling and grammatical funtion will be discuss as follow:

1. **Meaning**

   The meaning is important aspect of vocabulary that should be understand by the students. According to Hubbard (1983) Vocabulary can be defined as a powerful carrier of meaning cited in Fortes (2007:11). Additionally, Pikulski and Templeton (2004:5)'' If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. According to Pikulski and Templeton (2004:3)''one responsibility of teachers is to help children transfer vocabulary skills from one form to another. Therefore, the researcher used new strategies in learning and teaching process through word wall game as a media in teaching vocabulary. Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved (Allen, 1983:52).

   From explanation above it can be concluded that the meaning is become one of aspect that focus in this research. The reason is because without knowing the meaning of word, the students will be confused to

understand what they are read, listen, write, and speak. Therefore, meaning will use in vocabulary assessment.

2. **Spelling**

    Spelling is one important aspect in learning vocabulary. Spelling knowledge applies not only to the ability to encode words during writing; importantly, it also underlies individuals' ability to *decode* words during the process of reading (Pikulski and Templeton 2004:7). Learning spelling of vocabulary could support in understand the meaning of vocabulary that learned. Pikulski and Templeton (2004:7) said that ''Students' spelling knowledge is, therefore, apowerful foundation for their reading and their vocabulary development. This latter aspect is linked to the role that morphological knowledge plays, as discussed in the previous section. Words that are related in meaning are often related in spelling, *despite changes in sound*.''

    From explanation above it can be concluded that the spelling is become one of aspect that focus in this research.

3. **Grammatical Functions**

    Grammatical functions are one important aspect in learning vocabulary. According to Lock (1996:11)'' to investigate how language itself is organized to enable speaker (and researchers) to express different kinds of meaning experiential, interpersonal, and textual. The first step is to try to interpret the functions of grammatical

structures and their constituents. Functions in this sense are sometimes called grammatical functions''. In learning vocabulary, grammatical function could be help the students knowing a word and make good sentences in writing and speak. Functions refer to possible *uses* of language (Lock 1996:10).

From explanation above it can be concluded that the grammatical functions is the important aspect that should be learn by student in learning vocabulary. So, grammatical functions is become one of aspect that focus in this research.

In this research, the researher used aspect of vocabulary such as meaning, spelling and grammatical funtion as an directive of assesment in the item of test.

C. Part of Speech

There are some parts of speech that will be taught to the students. According to Umstatter (2010:2) there eight parts of speech in teaching and learning English. There are:

1. Noun   : bits, pieces, record, player

2. Pronoun   : I, them

3. Verb   : like, looking, doing, to look

4. Adjective   : old, second-hand, new

5. Adverb   : up

6. Preposition   : for, like

7. conjunction   : and

8. Determiner : . . .''.

According to Greenbaum and Nelson (2002:86), '' Word classes can be divided into **open classes** and **closed classes**. Open classes are readily open to new words; such as noun, verbs, adverb, and adjective. Closed classes are limited classes that rarely admit new words. For example, it is easy to create new nouns, but not new pronouns''. In this case, the focus in this research will be on the open words classes such as noun, verb, adjective and adverb.

a. **Noun**

Noun in vocabulary can be divided into some parts. The noun classes in vocabulary according to Greenbaum and Nelson (2002:88-89);

a) Proper Noun

Proper nouns are the names of specific people (John, Anisa, etc), places (Alun-alun Kapuas, Taman Akcaya), or occasions, and they usually begin with a capital letter.

b) Common Noun

Common noun is a name given in common to every person, place or thing in general sense such as: chair, blackboard, boy and girl. Common noun is the opposite of a proper noun.

c) Concrete Noun

Concrete nouns refer to people, places, or things: *girl*, *kitchen*, *car*.

d) Count Noun

Count nouns refer to entities that are viewed as countable. Count nouns therefore have both a singular and a plural form. For example: car, dog, horse, etc.

b. **Verb**

According to Greenbaum and Nelson (2002:92),''Main verb (or, more simply, a verb) is a word that can be the main word in a verb phrase and is often the only verb''. In this research, the researcher classified verbs into two parts, as Greenbaum and Nelson (2002:92);

1) Regular verbs are changing the form into past tense and past participle of verbs, the form is infinitive + ed. For example:

Excuse	excused	excused
Injure	injured	injured
Cover	covered	covered

2) Irregular verbs are changing the form of verbs in not normal form. For example:

Break	broke	broken
Ring	rang	rung
Sing	sang	sung

c. **Adjective**

Adjective is very important to learn by the students who learn English as foreign language. In English, adjective usually come before noun, e.g. a red book, a small house, an interesting novel. According to

Greenbaum and Nelson (2002:95),'' Adjectives are typically gradable, that is, we can arrange them on a scale of comparison. So we can say that something is *a bit hot*, *somewhat hot*, *quite hot*, *veryhot*, or *extremely hot*. We can also compare things and say that something is *hotter* than something else or that it is the *hottest* of a number of things''. Comparison of adjective is use to compare one word to another word. There are three degree of comparison: (1) positive, (2) comparative, (3) superlative. For example:

positive	**comparative**	**superlative**
good	*better*	*best*
bad	*worse*	*worst*
far	*farther/further*	*farthest/furthest*

d. Adverb

The last part to be introduced in the open classes' word is adverb. Adverb can be classified into adverb of time, adverb of places, Degree Adverbs, Attitude Adverbs, Focus Adverbs as DeCapua (2008:106-109) stated:

a) Adverb of Time

Time adverbs refer to the time at which something occurred. This time reference can be: definite(e.g. *yesterday, today, tomorrow, last week, next month, a year ago*) or indefinite (e.g. *now, then, soon, just, before, still, already, next*).

b) Adverb of Place

Adverbs of place refer to location, direction, or position as in *here, there, backwards*. They answer the question *where*. Many common adverbs of place also function as prepositions.

c) Attitude Adverbs

Attitude adverbs are those adverbs that convey the attitude or opinion of the speaker. These adverbs generally modify a sentence. Words such as *frankly, unfortunately, obviously,* and *surprisingly* are some examples of attitude adverbs.

d) Focus Adverbs

Focus adverbs serve to draw attention to a sentence element, or to add to or to restrict another adverb or another construction in the sentence.

Common Focus Adverbs

Function	adverb
Draw attention to	especially, specifically, particularly, even
Add, restrict	too, also; just, merely, only

The sentence position of most focus adverbs is flexible, but we generally place them before that which they are modifying. Different sentence position may change the meaning of the sentence. Try the next Discovery Activity to see how changing the

position of a focus adverb draws your attention to different parts of the sentence**.**

From explanation above, it can be summarized that the open word classes will be focus in this research and used in vocabulary assessment. The reason is because open word classes will be helpful if the students want to master the four language skill namely: speaking, writing, reading and listening.

D.   Word Wall

1. Definition/Concept of Word Wall

Word wall is one of media which use of whole brains in learning that can make the students more enjoyable and interested in teaching English especially in learning vocabulary. According to Bergeron and Wolff (2002:64),''one of the most prominent features in a strategies-Centre classroom is the word wall''. Furthermore, Dennis (2013) argued,'' word wall is a teaching tool used to enhance literacy by displaying a collection of common vocabulary/ sight words''. Teacher can use it to enhance learning. It is helpful for students to accept good information, remind a new vocabulary and given visual understanding for them. In addition, Jackson et al (2011:46) argued,'' Word walls are designed to serve as visual scaffolds and are a common classroom tool used to support reading and language arts instruction''. Similarly, Throop (1999:8) argued,'' a word wall is an organized collection of

words written in large print and displayed in an area of classroom where it can be easily seen.''

Based on the definition above, the researcher can conclude that word wall is a media of teaching vocabulary in the classroom, which aids the students to learn a new word and remind it, and to motivate them to learn vocabulary in different way. According to (Cunningham and Allington 1994) cited in Allen (2007:119),'' a Word Wall is a displayed collection of words that support ongoing teaching and learning in the classroom.

2. **The Advantages of Word Wall**

Bergeron and Wolff (2002:64) said that there are some advantages of word wall;

a. Word wall help students develop a common bank or dictionary of words for their reading and writing.

b. Word wall promote the awareness of conventional spelling. Once you post a word on the word wall, you can expect students to spell that word correctly across all literacy activities.

c. Word wall provide emerging readers with constant exposure to those words that they will most frequently encounter in text, and this encourage children's independence as word crafters.

In addition, Weiser (2013:7) said:

a. Having these words in a student working environments can provide more exposure to important vocabulary and can allow for better retention.

b. Students may use the word more often during discussion.

c. Word wall can be used in all content area.

d. Students could also make their own 'word wall' to keep out on their desk or in a notebook.

3. **The Disadvantages of Word Wall**

According to Jackson et al (2011:46) there are two disadvantages of word wall:

a. The teacher receives no feedback on student's performance because not all of the students understand the meaning of word. So, the students are lazy to do exercises.

b. Good for from beginners to intermediate, but not for an advance level of students because word levels of it are main

4. **Procedure of Word Wall**

According to Cunningham, 1995; Cunningham &Allington, 1999 cited in Bergeron and Wolff (2002:64-65) there are some steps in procedure of word wall;

a. Introduce only a few words at the time (for example, five a new words a week)

b. Be selective; choose only those words that the class is currently using.

c. Focus on high-frequency words. Others class chart can be created for story or unit vocabulary.

d. Alphabetize the word wall in a natural progression from the left to right to reinforce directionality. Also leave plenty of space below each letter for adding words throughout the year.

e. Use bold, clear print. Make sure that children can read the word cards from anywhere in the room.

f. To avoid confusion, match the font used in creating the word wall with the classroom's handwriting program.

g. Because of potential problem with glare, do not laminate the word cards.

h. Review the word wall word regularly and point them out throughout the day in a variety of literacy activities.

i. Highlight or underline those words that will be most useful in decoding similar words. For example, underline the chunk *ight* in the common word *night* to help children read words such as *sight, flight, and bright.*

j. Stop adding new words to the word wall during the final quarter of the school year to allow for extended study and review.

k. Take advantage of using word wall as an informal assessment tool.

5. Applying Word Wall Game in Teaching Vocabulary Competence

In teaching and learning process, the procedure is very important aspect for the teacher and the student. The procedure must be practiced and focused on the center of learning. Here are the procedures of applied word wall game in teaching vocabulary:

a. Pre-activity

1. Teacher greeted the class and check students present.

2. Teacher asked some question related to the material.

3. Teacher gave description about the lesson that will be discussed.

b. While-activity

1. Teacher introduced word wall game to the students. The teacher explained how to play it and gave one or more example. The teacher has to made students understand it.

2. The teacher prepared word on the wall.

3. The teacher explained the main topic and made students understand.

4. The teacher gave five clues for the lesson words. Here five clues that will gave to the student; a). It's one of the words on the word wall; b) It's kinds of..; c) It has 4 (based on the teacher selected) letters; d) It begins with…….; e) the first vowel is…..

5. After that, the students write word on the wall based on they understand from five clues it.

c. Post-activity

1. The teacher and student together check the answer.

2. The teacher gave conclusion

3. evaluation

For additional the teacher can used lottery as the way to choose who will be answer after the teacher read a clue. First, the teacher wrote number as many as student in the class on the rip of paper and rolled it. Then, the teacher put it in the bottle and shook it for a minute. Finally, the teacher got one of student after one of paper was out from the bottle.