

CHAPTER I

INTRODUCTION

A. Background of Problem

Language is a means of communication between members of community in the form of symbol of sound produced by the speech organ. Language is also a tool of self-expression and served as a tool to show their identity as well, it is stated by Gorys Keraf in Rabiah S¹. According to Kridalaksana and Kentjono in Aini,^N Language is symbol system of refereeing sounds used by members of social groups, communicate and identify themselves². Language is communication tools with others. Related to Taringan in Supraba statement that language will function in use if we can improve our vocabulary therefore, the students must attempt to increase their vocabulary³.

Vocabulary is the most significant component in learning foreign language. It is difficult to attain any language proficiency without learning the vocabulary. Zhihong Bai stated that vocabulary is the basic

¹ Sitti Rabiah, "Language as a Tool for Communication and Cultural Reality Discloser" (Universitas Muslim Indonesia, 2020), 6.

² Nur Aini, "Bahasa Indonesia Sebagai Alat Media Komunikasi Sehari-Hari," *Universitas Mitra Indonesia* (2019), 2.

³ Dewi Supraba, "Improving Students' Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo" (IAIN Palopo, 2019).

component of language and a fundamentally important aspect of language development.⁴ Vocabulary is the basis of acquiring a second language. Rohmatillah in Afzal, N asserts that without learning the vocabulary communication in the second language becomes harder. Further, vocabulary knowledge is an integral part of the language; it is central to communicative competence⁵. Low vocabulary knowledge poses severe problems to its learners, which consequently impedes the learning of English language stated by Alqahtani in Afzal, N⁶. The vocabulary is important to learn by student to construct or organize our idea in the sentence. From the statements can be conclude that the more vocabulary mastered the better in communicating.

In communication there are many types of words used, one of which is action verb. Action verb is used to represent the action done by the subject in a sentence. Action verbs cannot be used as linking verbs. They have only one function, and that is to denote the action in a sentence⁷. According to the Merriam-Webster Dictionary, action verb is

⁴ Zhihong Bai, "An Analysis of English Vocabulary Learning Strategies," *Journal of Language Teaching and Research* 9, no. 4 (2018), 2.

⁵ Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019), 82.

⁶ Afzal, "A Study on Vocabulary", 82.

⁷ "Action Verb: Explore Definition and Example." Accessed on 26th January 2023. <https://byjus.com/english/action-verbs/>.

interpreted as verb that expresses action. Action verb is commonly use in procedure text.⁸ Procedure text is a piece of text that tells the reader or listener how to do something. Its purpose to provide instruction or making something, doing something, or getting somewhere stated by Anderson and Kathy in Miliana.⁹ A procedure text is a text designed to describe how something is accomplished through a sequence of actions or steps. Because of those steps, it is required to use a command sentence in the form of action verbs.

Based on the researcher observation on January 21st, 2023, procedure text is one of the English materials that has been taught in ninth grade of SMP Negeri 3 Tanjung Batu. The result of interviews with English teacher stated that students learning acquisition in English needs to be improve in vocabulary. They have difficulties in memorizing words. Many obstacles are encountered in learning activities carried out in class, lack of adequate facilities such as no dictionaries facilities from school, lack of students' interest in learning English because they consider it difficult, the lack of methods and techniques variation are factors that influence this situation, therefore

⁸ "Action Verb: Explore Definition and Example." Accessed on 26th January 2023. <https://byjus.com/english/action-verbs/>.

⁹ Arman Putra Miliana, "Teaching Writing of Procedure Text Through Demonstration Technique," *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan* (2018),5.

the proses of achieving a competency will run longer. From the problem above, the researcher is motivated to try to use an appropriate and interesting media so that vocabulary learning in class is more meaningful and fun for students. The learning media is “Word Wall”.

According to Cronsberry in Misrawati word wall activity is recognized as the best way for teaching learning English at school, especially in building the students’ vocabulary.¹⁰ It is relevant to Green that 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 and designed to be an interactive and effective tool for students’ vocabulary.¹¹ From the explanation above can be conclude that word wall is array of words that are showed in big visible letters on a wall and an effective, fun, and interesting way for vocabulary learning.

In this study, the researcher only focuses on the “action verbs” that are exist in the form of procedures. In Addition, there are some of the previous studies that were using word wall as the media. The first is Dewi Supraba, Improving Students’ Vocabulary Through Word Wall

¹⁰ Misrawati, Sitti Nurjannah, and Muthmainnah Mursidin, “Word-Wall Technique in Improving Students’ Vocabulary Mastery at the First Grade of SMPN 4 Kajuara Kabupaten Bone,” *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar* 3, no. 1 (2020), 51.

¹¹ Misrawati, “Word-Wall Technique, 51.

Media at the Eleventh Grade of Vocational High School Number 1 Palopo.¹² The result of the research indicated that teaching vocabulary (focus noun) using word wall media could improve the students' vocabulary, and the researcher found the appropriate way in teaching English vocabulary (focus on noun and verb) using word wall media. As examples to prove that using word wall media to improve students' vocabulary is success in cycle I the students get an average score of 70% while the acquisition of student learning outcomes in the second cycle is 83% can be categorized as improved student learning outcomes.

The Second is Pipi Uspa, The use of word walls media to improve the students' vocabulary in reading skill at the seventh grade of Mts. Negeri Bantaeng¹³ The result of this research showed that students' vocabulary was significance difference between score pretest and posttest. And the mean score of pretest verb was 50.39, pre-test noun was 66.95 and pre-test adjective was 42.60 and mean score of posttest verb was 76.46, post-test noun was 86.08 and post-test adjective was 67.82. The improvement from pretest to posttest can

¹² Supraba, "Improving Students' Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo."

¹³ Pipi Uspa, "The Use of Word Walls Media to Improve Student's Vocabulary in Reading Skill at MTs. Negeri Bantaeng" (Muhammadiyah University of Makassar, 2020).

improve verb was 51%, can improve noun was 29% and can improve adjective was 59%. Then the calculating the t-test value for vocabulary was 114.1 and t-table was 2.074. It means that t-test was greater than t-table or $114.1 > 2.074$. The alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

The third is Misrawati, Word-Wall Technique in Improving Students' Vocabulary Understanding at the First Grade of SMPN 4 Kajuara Kabupaten Bone.¹⁴ The result of the research shows that there an improvement and interest of using technique toward the students' vocabulary Understanding. The percentage of student's pre-test of experimental group was 19.34 and the score of post-test was 41.74. Therefore, the alternative hypothesis (Ha) of this reaserch is accepted. It means that the use of word wall technique improves students' vocabulary Understanding at the first grade of SMPN 4 Kajuara Kabupaten Bone.

Based on the previous studies above, those researches have similarity which using word wall as research material to improve vocabulary Understanding while the difference is the object of the problem under study, namely action verbs that only appear on

¹⁴ Misrawati, Nurjannah, and Mursidin, "Word-Wall Technique in Improving Students' Vocabulary Mastery at the First Grade of SMPN 4 Kajuara Kabupaten Bone."

procedural texts. Therefore, in reference to the explanation above, the researcher has the motivation to do the research such improving the students action verb Understanding on procedure text through word wall media. so, the experimental research entitled **“Improving Action Verb Understanding on Procedure Text Through Word Wall Media”** is indeed necessary.

B. Identification of The Problem

1. Lack of basic English skill (Vocabulary)
2. Lack of student interest in learning English
3. Lack of method and variety in English learning activity
4. Lack of school facility (no library/dictionaries)

C. Limitation of The Study

There are a lot of improving vocabulary strategies in the educational field. Therefore, to present the topic, the writer limits the scope of the study. The writer uses word wall media as a media to improve students' Understanding on action verb of procedure text. Based on the explanation above, the student will be conducted based on the aim of the study, entitled Improving Action Verb Understanding on

Procedure Text Through Word Wall Media on IX grade of SMP Negeri 3 Tanjung Batu”.

D. Research Questions

Based on the background described above, the authors identify the problems that exist in this study is:

1. Can word wall media improve the action verbs understanding in procedure text on 9th grade of SMPN 3 Tanjung Batu or not?
2. What are the difficulties that are encountered by the ninth grade students of SMPN 3 Tanjung Batu before being taught using the media?

E. Objective of Study

1. This research was aimed to improve action verb understanding on procedure text through "word wall" media on IX grade of SMPN 3 Tanjung Batu.
2. To know the difficulties that are encountered by the ninth grade students of SMPN 3 Tanjung Batu before being taught using the media

F. Significant of Research

a. Theoretical

This research is expected to be useful for the development of English education.

b. Empirical

The results of this study are expected to be useful for:

1. Students, improve student achievement in learning English.
2. Teachers, add insight and knowledge and as an alternative learning model in the KBM process.
3. Schools, improve learning quality achievement through improving student achievement and teacher performance.

G. Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I: Introduction

It contains the background of the study, Identification of the problem, Limitation of The Study, Statement of the study, purpose of the study, the significance of study, the limitation of study, and the organization of writing.

Chapter II: Theoretical foundation

This chapter consists of the theorist from some experts related to this research, Previous study, Framework of Thinking, Hypothesis submission.

Chapter III: Research Methodology

It contains method of the research, the site and time of study, participant and sample, the technique of data collecting, and the technique of data analysis.

Chapter IV: Finding and Discussion

This chapter explains the description of data and the analysis of data.

Chapter V: Closing

This chapter consists of conclusion and suggestions.