

**USING INTERACTIVE WORD WALLS STRATEGY IN
TEACHING VOCABULARY TO SEVENTH GRADE OF
JUNIOR HIGH SCHOOL STUDENTS**

PAPER

*Submitted as Partial Fulfillment of the Requirement
For Strata One (S1) Degree*



By

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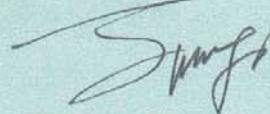
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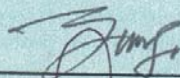
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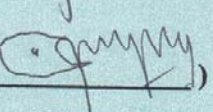
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ABSTRAK

Kartika, Lailatul. 2011. *Using Interactive Word Walls Strategy in Teaching Vocabulary to Seventh Grade of Junior High School Students.* Paper. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Makalah ini membahas salah satu cara pengajaran kosakata yang merupakan komponen utama dalam Bahasa Inggris. Kosakata sangat penting dikuasai karena kosakata dapat mendukung penguasaan keterampilan dan komponen Bahasa Inggris lainnya seperti tata bahasa dan pengucapan. Dalam makalah yang berjudul “Using Interactive Word Walls Strategy in Teaching Vocabulary to Seventh Grade Of Junior High School Students” ini, penulis mencoba untuk menjelaskan prosedur dan manfaat dari strategi ini dalam memperkaya kosakata dan memotivasi siswa untuk belajar Bahasa Inggris. Dalam strategi ini, guru mengajarkan kosakata dengan mempersiapkan kosakata yang terkait dengan materi yang akan dipelajari. Guru dapat menggunakan karton sebagai media untuk menempelkan kosakata tersebut. Kosakata tersebut dituliskan di kertas berwarna yang telah disediakan oleh guru. Dalam hal ini, guru dan siswa mengupayakan untuk menemukan sinonim, antonim, atau definisi dari sebuah kata. Selain itu guru juga dapat menggunakan gambar yang berhubungan dengan kosakata tersebut.

Penulis berharap makalah ini berguna bagi guru Bahasa Inggris untuk mengajarkan kosakata dan dapat memotivasi siswa sehingga mereka mampu menguasai dan mempraktekan Bahasa Inggris.

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CHAPTER I INTRODUCTION

A. Background of the Problem

English has become one of the subject matters that students must study. Based on government's rule about standard of content for Junior High School students, English is a tool of communication in spoken and written in order to understand and express information, thought, feeling, as well as to develop knowledge, technology and culture. The ability to communicate is the ability to comprehend and to produce the text both in spoken and in written forms, which expresses the four language skills: listening, speaking, reading and writing.

One of the basic components in learning English is vocabulary. It is important to be mastered by the students to develop their skills in listening, speaking, reading and writing. Richard (2005) states vocabulary is a core component of language proficiency and provides much basic for how well learners can speak, listen, read and write. In addition, he also said to master language skills, the first thing that should be learnt and known is vocabularies. Understanding of vocabulary is generally regarded as an important part of the process of learning a language or developing one's ability in a language that has been mastered. Students are often taught new words as part of a particular subject and they find difficulty because they have lack of vocabulary.

In reading skill, students face difficulty to understand a text. In this paper, it is focused on descriptive text which is learnt by seventh grade

students of Junior High School. Based on writer's experience while doing practice teaching at Junior High School, this problem is caused by students' mastery in vocabulary is still low. The problems come from students that they have low motivation to learn English especially in gaining their vocabulary. It will led them to the difficulties in understanding a text.

Besides, many teachers face difficulties in teaching English especially in enriching students' vocabulary because they have no creativity in creating an English class become interested for students. If the students do not know the meaning of a word, teacher directly translates the meaning of words to Indonesia language or ask the students to find in dictionary. Teacher tends to ignore the advantages of using media at English classroom. As a result their class becomes passive and not interesting. This bad atmosphere will lead to boredom among the class.

Junior High School students are usually visual or kinesthetic learners. It is very useful if the teachers use realia, pictures, photographs, or maps. Then, the teacher may write the key word on the board and add gesture to help students interpret the meaning. So, the teacher does not need to translate the meaning of the words. If the teacher adds pictures in order to understand a new word, students may remember it easily. In teaching vocabulary, teachers should present it in an interesting method to motivate the students. Then, besides using pictures or maps teachers may, apply games and songs in the classroom.

Related to the fact above, the writer is interested in explaining more about the way of teaching vocabulary to Junior High School students by using Interactive Word Walls strategy. Word Walls are groups of large printed font of words that are displayed on a wall, bulletin board, or whiteboard in a classroom. As it is implemented in teaching practice at Junior High School, Interactive Word Walls are beneficial because firstly, the Word Walls can build the vocabulary, thereby improving reading comprehension and writing style. Then, Word Walls help students to enrich spelling and awareness of spelling patterns. The focus of this paper is to make students enjoy in learning English by using Interactive Word Walls, especially they can enrich their vocabularies.

B. Formulation of the Problem

Based on the background above, the formulation of the problem can be formulated as follow: “*How can an English teacher use interactive word walls in teaching vocabulary to Seventh Grade of Junior High School students?*”

C. Purpose of the Paper

The goal of this paper is to show and explains to the teachers about the way to teach vocabulary by using *interactive word walls strategy* especially for teaching Junior High School Students.