CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses the theoretical background which contains the definition of vocabulary, types of vocabulary, board use, kinds of board, the application of board work activities, the purposes of using board work activities, the benefits of using board work activities, vocabulary teaching and enriching students' vocabulary mastery through board work activities, and review of previous study. Those literatures are related to the study as the means to clarify the present study.

A. Theoretical Background

1. Definition of Vocabulary

Vocabulary is one of the language components, which is important in learning English. According to Helena as quoted by Hilyatul aulia[6], vocabulary is the body of words in a particular language or in a particular sphere activity. It is also a list of words which are supposed to know or learn. It refers to the words that must be known in communicating actively.

Vocabulary is also the basic component to help the students in mastering language. They will learn the language skill easily if they have enough

[6] Hilyatul Aulia Fitriani: "*Using Matching Games in Teaching Vocabulary to the Fourth Grade Students of SDN 1 Cukir Jombang*" (Surabaya : UNESA, 2009), 7

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vocabulary. The linguist David Wilkins summed up about how important of vocabulary learning as quoted by Scott Thornbury[7]. He says:

> 'Without grammar very little can be conveyed, without vocabulary nothing to be conveyed' (Scott Thornbury, 1998: 13)

2. Types of Vocabulary

There are four types of vocabulary according to Clarence L. Barnhart as quoted by Eli. They are[8]:

a. Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

b. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Compared to the previous two vocabulary types, the writing is stimulated by its user.

d. Speaking Vocabulary

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[7] Scott Thornbury, *How To Teach Vocabulary* (England: PEARSON Longman, 1998), 13

[8] Eli Wahyuni: "*Using Vocabulary Grouping Technique to Enrich students' Vocabulary Mastery at First Class Of SMP MUHAMMADIYAH 03 WARU SIDOARJO*" (Surabaya: IAIN, 2010), 13

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A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse- though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gestures.

Vocabulary also contains of noun, adjective, verb and adverb. In mastering vocabulary, there are many games which are appropriate for use with the collections of vocabulary items. The games can be applied on the board to help the students to enrich their vocabulary well.

3. Board Uses

There are two kinds of board. They are blackboard and whiteboard. Many boards are still chalk-based. But whiteboards (which use marker pens) are also common. Board can be used for writing, drawing, sticking things on, projecting overhead transparencies, etc (if they are whiteboards).[9]

Mokhamad Syaifudin[10] explained that board work is anything that we write on the board. He also said that board work is important to enhance the meaning, to ease transfer of logic, to provide visual stimuli, to link between concept and practice, and to draw attention.

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[9] Jeremy Harmer, *How To Teach English, An Introduction to The Practice of English Language Teaching* (England: Longman, 1998), 177

[10] Mokhamad Syaifudin, "*Providing better...* 1

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While according to Clare Lavery, the board is for drawing students' attention to new language, checking understanding and summarizing the lesson. Therefore, it needs to be uncluttered, well organized and useful for study purposes.[11]

Here some notes for the teacher to utilize the time in using board work activities:

Do	Don't
Maintain eye contact with the class while writing, standing sideways without hiding what you are writing	Write with your back to the class in silence (as students can take this as a chance to chatter).
Write as quickly and clearly as you can. Limit the length of texts or instructions. If possible, prepare a text beforehand if you have access to an empty room.	Spend a long time at the board (as it can cause boredom and disruption).
While writing, keep their attention by reading key words and phrases and getting choral repetition at each pause.	Hide what you are writing with your body. Fail to involve students.
Tell students at which point you want them to copy, such as at the end. 'Don't copy this yet. You can when I have finished' or "This is on your handout. Don't copy it'. Remember to stand back and give them time to copy.	Start writing with no instructions to the class (otherwise they will try to copy, not listen and struggle to see what you are doing).
Divide the board into distinct sections with the center for main structures or language points, one side margin for key vocabulary and a space for	Write everything that crops up in the lesson so the board becomes overcrowded and messy (this leads to disorganized note-taking – no matter

[11] Clare Lavery, *Language Assistant* (The British Council, 2001), 68

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temporary items (to rub out as you go along). Select only the important points.	how much you tell students not to copy everything, they will think it is all vital).

(Taken from Language Assistant, the British Council, 2001: 68)

4. Kinds of Board

The most versatile piece of teaching equipment is the board whether this is of the more traditional chalk-dust variety or the whiteboard, written on with marker pens. Boards provide a motivating focal point during whole-class grouping. [12]

Regarding whiteboard, there is also modern whiteboard that is called Interactive White Board (IWB). This is also a kind of board work.

According to E. Cutrim Schmid, IWB is a touch-sensitive electronic presentation device. Fully-functioning interactive whiteboards usually comprise four components: a computer, a projector, appropriate software and the display panel, which is a large free-standing or wall mounted screen up to 2 meters by 1 meter in size. Figure 1 illustrates how this technology works.[13]

[12] Jeremy Harmer, *The Practice Of English Language Teaching Third Edition* (Cambridge: Longman),137

[13] E. Cutrim Schmid, *Computer Assisted Language Learning* (University of Education Heidelberg: Germany, 2006) 48

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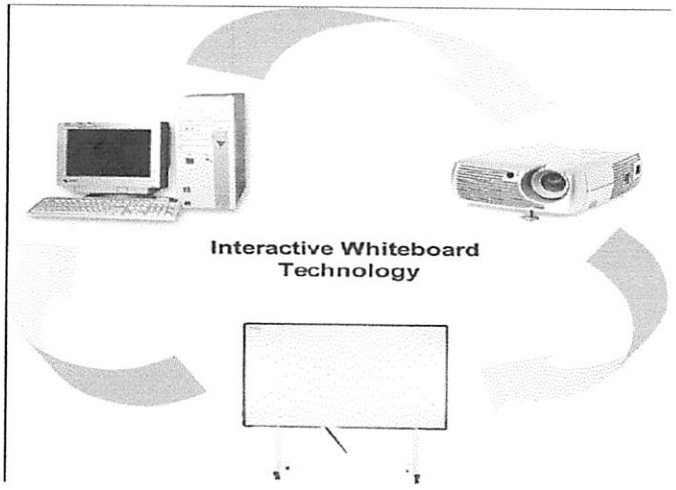
Figure 1: Interactive Whiteboard



(Taken from Computer Assisted Language Learning, p.3)

In this research, the researcher will present well-organized writing through IWB if there is IWB in the school. If there is not, the researcher will use the board as media to make well organized writing in the effort to provide better visual stimuli for the students so that they can learn vocabulary easily.

5. The Application of Board Work Activities

The board, literally, is one of supporting media in learning process if it can be used well. In education, the board has many advantages when it is well applied. It can be applied in teaching vocabulary. Through board work activities, it is expected that it will be useful to enrich students' vocabulary and make the atmosphere of teaching and learning process to be more interesting. Moreover,

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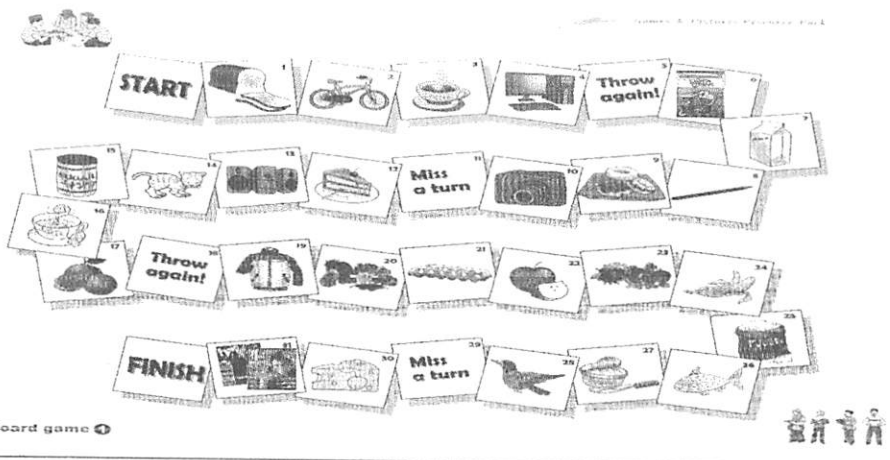
there are many interesting ways and activities that can be done by applying board work activities, such as board games, pictures and anything else on the board.

a. Board Games

According to Hornby as cited by Tenny Dian, board games are games played by moving tokens around on board which have well-defined criteria such as picking up the cards then answering the questions and miming during certain time allotted.[14]

Generally, board games are not only defined as the games which are played on the board such whiteboard or blackboard, but also they can be the games designed on paper which are related to the material taught.

Figure 2: Board game



(Taken from Games & Pictures Resource Pack by ELTIS, p.15)

[14] Tenny Dian Indrayanti: "*Developing A Board Game for Teaching Vocabulary of Descriptive Text to The Eight Grade Students of Junior High School*"(Surabaya: UNESA, 2009), 7

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According to Sanika Mokashi et.al,[15] some of the most popular board games are scrabble, taboo, hangman, boggle, balderdash etc. Most of these require a subset of the following skills - having a good passive vocabulary, a good active vocabulary, creativity and good communication. Most of these games reward a good vocabulary, and hence promote children to develop it through external means such as reading as well as through peer communication in the course of playing the games. Games like these are useful for developing children's vocabulary through repetitive play, with family or friends. In conclusion, games serve the important function of keeping the children's interest alive in the classroom, adding a fun element to regular coursework and to reduce levels of anxiety thus contributing to better learning.

Another kind of board games is Snap game. According to Mario Rinvolucri, snap allows students to work on recognizing what goes with what, without having to embark immediately on oral production. The nature of the game forces them to speed up their recognition.[16] Snap game can be from card of cut papers or hand writing on the board containing vocabulary and sentence.

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[15] Sanika Mokashi et al, *Designing for* ... 2

[16] Mario Rinvolucri, *Grammar Games, cognitive, affective and drama activities for EFL Student,* (New York: Cambridge University Press, 1984), 24

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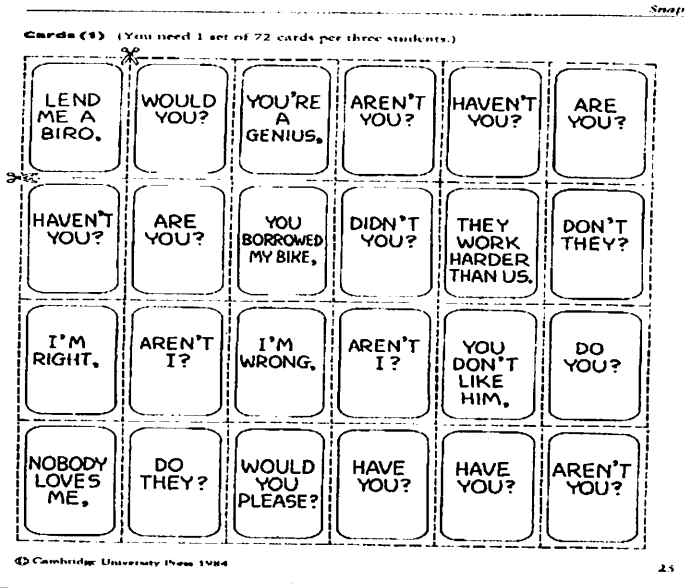
Figure 3: Snap game



(Taken from Grammar Games, cognitive, affective and drama activities for EFL Student by Mario Rinvolucri, 1984: 25)

Board games can facilitate students to learn vocabulary actively through the game tasks or vocabulary games within it. The game is made based on the topic that is used in the teaching and learning. It can help the students to understand vocabulary that is related to the material easily. So, through board work activities, students are expected to use vocabulary in their daily life.

A study in the New England Journal of Medicine found that challenging your brain with mentally stimulating leisure activities (including playing board games or cards, doing crossword puzzles, reading, writing, and playing musical instruments) is great for your mind. Board games involve the right

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mix of luck, strategy and diplomacy. While playing board games the child develops the ability to focus on the game. This helps to increase the ability to concentrate. [17] This shows that board games are useful for students to develop their language skill.

Tenny Dian also explained that board games used in the teaching learning vocabulary are also easy to apply. The clear role and instruction on the board games will make the teaching and learning process effective and students will get easiness to enrich the vocabulary.[18] So, before playing the game, the teacher should explain the role clearly and the students are demanded to do the game based on the instructions given. In this situation, they can enrich vocabulary unconsciously as they play the game and hopefully it can be a media for learning vocabulary easily.

b. Pictures

We can also stick some pictures on the board as media to make students easy to remember new vocabulary. Vocabulary on the pictures should be suitable with the material taught.

According to A. Yunus as quoted by Chusnul Fatimah, there are many advantages of using pictures in process of teaching English because they are:

a. Useful for presenting new grammatical and vocabulary items

[17] Sanika Mokashi et al, *Designing for Children...* 3
[18] Ibid... 21

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b. Having meaningful practice of vocabulary and structure presented by the teacher
c. Providing a stimulus for using the language at the production and manipulation on stages
d. Able to be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures
e. Easy to collect, to make and to transport. It means that the teacher can use it for teaching any aspect of teaching language to any age group at any level of language proficiency.[19]

Therefore, the writer uses pictures as media that will be stuck on the board to teach vocabulary to the students. It is expected that it can make the students easier to understand the words so that they can enrich vocabulary easily.

c. Well-Organized Writing

Well-organized writing can be applied on interactive whiteboard or IWB through LCD (using electronic tools), or even it can be applied on the board to provide better visual stimuli for the students. However, there should be an

[19] Chusnul Fatimah: " *Using Comics to Increase Students' Vocabulary at SMP Bilingual Terpadu Krian-Sidoarjo* " (Surabaya: IAIN, 2011), 20

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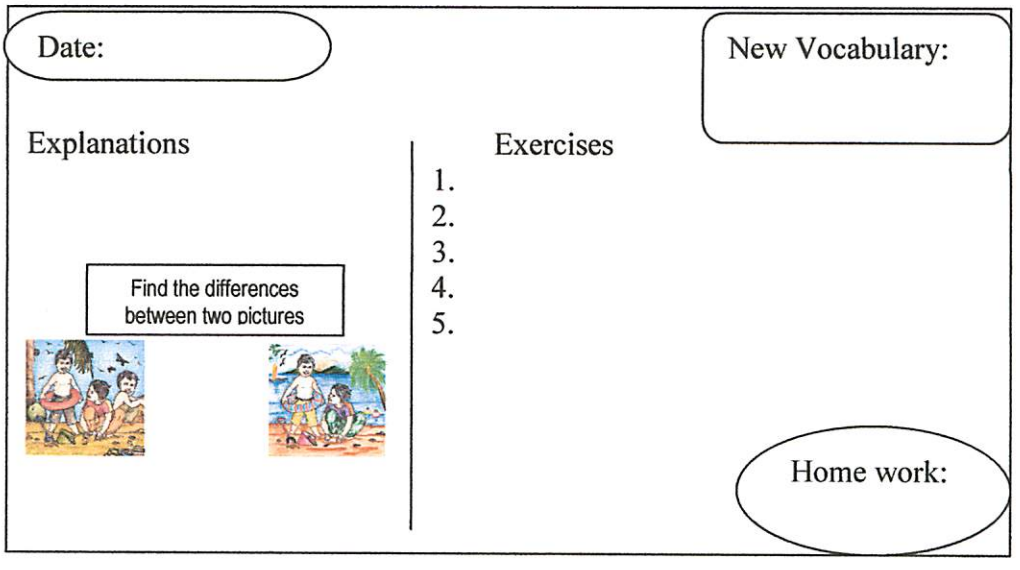
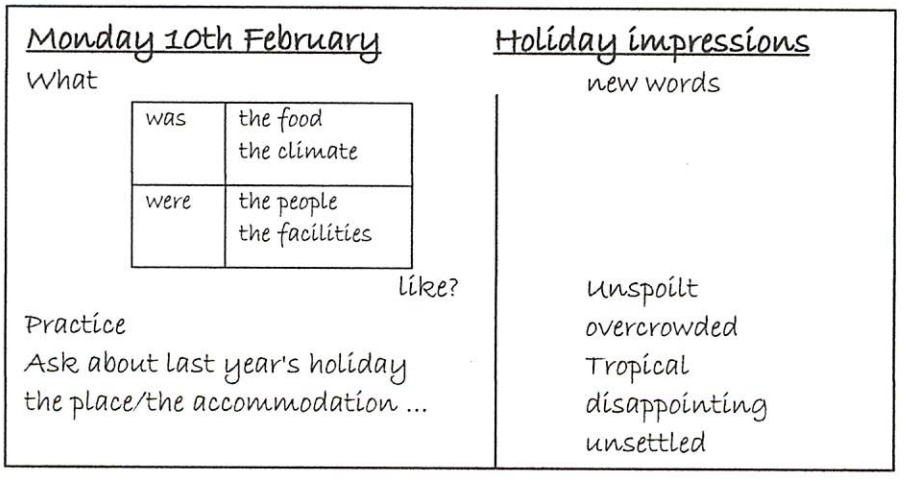
agreement between the teacher and the students so that they will not get difficulties to learn. Here the examples of well-organized writing:

Figure 4: well-organized writing



Another design of well-presented and organized board



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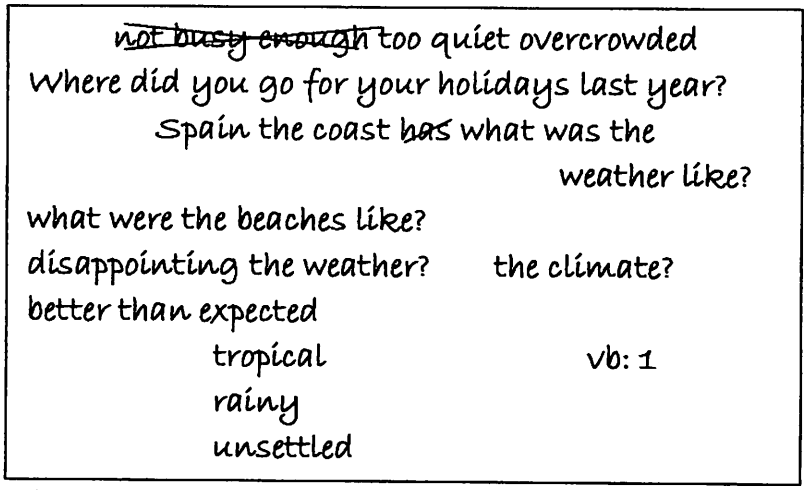
Untidy and badly organized board



(Taken from Language Assistant, the British Council, 2001: 70)

6. Purposes of Using Board Work Activities

We can use boards for a variety of different purposes, including[20]:

- Note Pad: teacher frequently writes things up on the board as these come up during the lesson. They might be words that they want students to remember, phrases which students have not understood or seen before, or topics and phrases which they have elicited from students when trying to build up a composition plan, for example.
- Explanation aid: boards can be used for explanation too, where, for example, we show the relationship between an affirmative sentence and a question by drawing connection arrows.

[20] Jeremy Harmer, *The Practice of English....* 137

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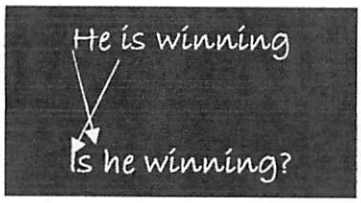

(Using the board to show sentence / question relationships (elementary)

- Picture Frame: Boards can be used for drawing picture, of course, the only limitation being our 'artistic ability'.
- Game board: there are a number of games that can be played using the board.
- Notice board: teacher and students can stick things on boards like pictures, posters, announcements, charts, etc. this is especially useful if they are metallic boards so that magnets can be used.

7. The Benefits of Using Board Work Activities

There are many benefits of using board work especially interactive board works according to Stephen Brown[21]:

- They are so like conventional whiteboards, they can help even techno phobic teachers to use this medium with ease for presentations from the front of the room
- They help in broadening the use of e-learning because they rapidly demonstrate the potential of alternative modes of delivery

[21] Stephen Brown, *Interactive White Board In Education*, (the Tech Learn Briefing JISC-funded Technologies Centre) 1

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- They make it easy for teachers to enhance presentation content by easily integrating a wide range of material into a lesson, such as a picture from the internet, a graph from a spreadsheet or text from a Microsoft Word file, in addition to student and teacher annotations on these objects.
- They allow teachers to create easily and rapidly customized learning objects from a range of existing content and to adapt it to the needs of the class in real time.
- They allow learners to absorb information more easily
- They allow learners to participate in group discussions by freeing them from note-taking.
- They allow learners to work collaboratively around a shared task or work area.
- When fully integrated into a VLE (virtual learning environment) and learning object repository there is potential for widespread sharing of resources.
- When they are used for interactive testing of understanding for the entire class, they can rapidly provide learner feedback.

While according to Harmer, the benefits of using board as media in teaching are as follows [22]:

[22] Jeremy Harmer, *How To Teach English*, (England: Longman, 2001) 177

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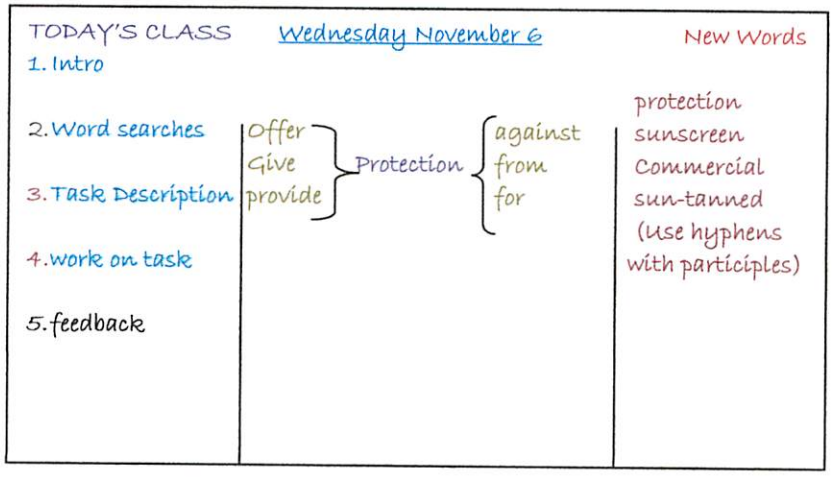
- Boards can be used for anything : writing, drawing, sticking things on, projecting overhead transparencies etc. (if they are white boards)
- The two things to remember about boards are that (a) the writing needs to be legible to all the students in the class, and (b) organized boards are better than chaotic ones. Some teachers divide their boards so that a column is kept for new words etc. many teacher use different colored pens or chalks to highlight grammar or pronunciation.

Figure 5: well-presented writing



(Taken from How to Teach English by Harmer, 2001: 177)

Another benefit of using the board is that learning with interactive whiteboards in the classroom enables effective student retention and review as shown in the following chart[23]:

[23] *Interactive Whiteboards and Learning Improving student learning outcomes and streamlining lesson planning,* (SMART Technologies Inc.:White Paper, March 2006), 10

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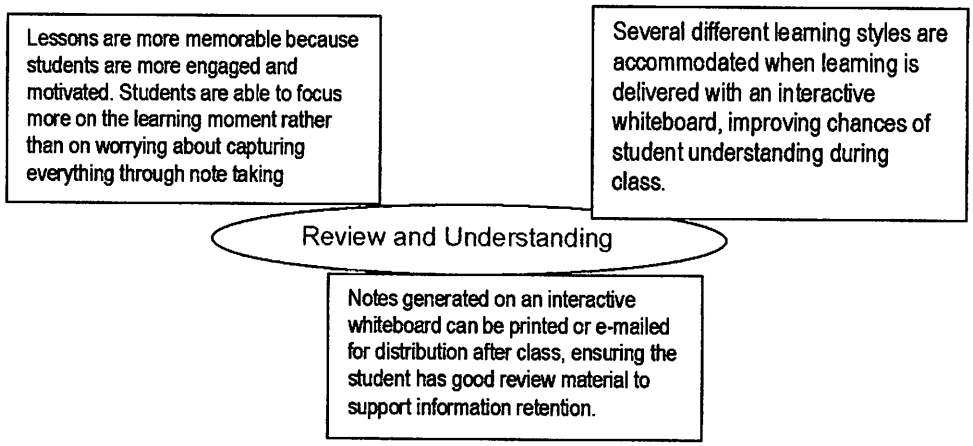

(Taken from Interactive Whiteboards and Learning improving student learning outcomes and streamlining lesson planning by SMART Technologies Inc. 2006:10)

8. Vocabulary Teaching

In vocabulary teaching, we can use the board for:

a. Making illustration how we can break words into analyzable parts.

Helpful happiness disregarded

Merciful darkness disagree

b. Writing meaning or definition of words and giving sample sentences using the word.

Contagious: quickly spread

e.g. flu is a real sample of contagious disease

c. Drawing representation of word or sound

d. Displaying activities: games or exercises[24]

[24] Mokhamad Syaifudin, "*Providing Better*... 2

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According to Lewis as quoted by Imroatul Chamidah[25], there are 5 techniques of teaching vocabulary to make the learning more effective. They are:

- Demonstrations
- Using the real thing
- Drawing / sketching
- Using the board to show scale or grams
- Synonyms and antonyms

To conclude, teaching vocabulary can be more interesting for the students through board work activities. It can be applied by giving vocabulary games, providing well organized writing and also sticking the pictures on it so that the students can learn vocabulary easily

9. Enriching Students' Vocabulary through Board Work Activities

The application of board work activities is about how the teacher applies the board work to enrich the eighth graders' vocabulary that the teacher uses in teaching English. In this case, the researcher will use board games, well-organized writing and pictures that will be stuck on the board. Those are called board work activities. It is expected that students can enrich vocabulary through it.

[25] Imro'atul Chamidah: "*The Use Of Online Games in Teaching English Vocabulary at SMP Muhammadiyah 18 Surabay*", (Surabaya: IAIN, 2010), 14

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B. Review of Previous Study

The previous study is reviewed in order to avoid an imitation. There are some previous studies which were intended to enrich or increase students' vocabulary with different media. One of them used board game. They are as follows:

(1) Tenny Dian Indrayanti with her thesis entitled "Developing A Board Game for Teaching Vocabulary of Descriptive Text to Eighth Grade Students of Junior High School". She conducted the study to eighth graders in 2009. In her thesis, there was one research problem. It was (1) How is board game developed as teaching aid to teach adjective vocabulary of descriptive text in Junior High School? She used a qualitative approach. The kinds of game in her study are the challenge, the pink, yellow, green cards. And it focused on noun. She conducted that both the teacher and the students faced the same problems. The teacher discovered that the weaknesses of the game were the duration of the game, the rules and the letter size within the big card. The time for playing the game was considered taken so long time that it might create boredom among the students. This might make the game was not fun anymore. But from the interview, it could be concluded that the strengths of the game were the objective of teaching and learning English, the game fulfilled the criteria of a good game for vocabulary. It means that the board game could be the alternative media to teach vocabulary because it could attract the students' attention in the process of teaching and learning vocabulary.

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(2) Chusnul Fatimah with her thesis entitled "Using Comic to Increase Students' Vocabulary at SMP Bilingual Terpadu Krian-Sidoarjo". The research was done in 2011. There were three research questions in her thesis. They are (1) How is teaching using comic book implemented for students of SMP Bilingual Terpadu Krian to increase their vocabulary? (2) Can comic book increase students' vocabulary at SMP Bilingual Terpadu Krian? And (3) How are the students' responses to the implementation of the teaching using a comic book? She used Collaborative Classroom Action Research (CCAR). The result of the research showed that using comic is effective for increasing the students' vocabulary. They are very interested in learning vocabulary through comic. However,at the first meeting, the teacher could not manage the time effectively so that the students could not read and memorize vocabulary well. While some students got sleepy during the lesson. It was because the situation and students' condition were very crowded. Therefore, in the next cycle, the researcher solved it by providing more interesting topics and managing the time effectively.

(3) Elis Nur Bariroh with her thesis entitled "Using Flashcards to Improve Students' Vocabulary Competence at Seventh Grade Students of SMP Kemala Bhayangkari 1 Surabaya". She conducted the research in 2010. There were two research problems in her research. They were (1) How can flashcards be implemented for students to improve their vocabulary competence? And (2) What does improvement appear after flashcards technique was applied? This research was classified as Classroom Action Research (CAR). The result of that research

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concluded that there were some important points which should be given more attention after applying flashcards in classroom activities. At the first meeting, many students were still confused about the rule or instruction even though the teacher had tried to explain the lesson well. Furthermore, when students answered the questions, most students were very noisy because of being enthusiastic so that some of them did not understand well. However, the teacher could solve it by giving clear instruction and asking the students' problems in learning process.

In this research, the title is "Enriching Students' Vocabulary through Board Work Activities at MTs Fatahillah Simongagrok Dawarblandong Mojokerto". The differences from present study are that the writer will use board work activities including not only board games but also well-organized writing and pictures that will be stuck on the board to enrich students' vocabulary especially for the eighth graders. While three previous studies above used board games, comic and flashcards as the media to teach or enrich students' vocabulary. In addition, their researches did not concern to the issue of board work activities. Other differences are from the research questions and the research designs. The present study has two research questions (1) How are board work activities applied to enrich students' vocabulary at MTs Fatahillah Simongagrok Dawarblandong Mojokerto? and (2) How is students' vocabulary improvement after board work activities were applied? The research design which will be used is Classroom Action Research. The board game that will be used in teaching

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vocabulary will focus on noun, verb and adjective. The similarity between this study and the previous study is that the writer will also use board game (besides using pictures and well-organized writing) in teaching vocabulary to Junior High School Students.

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