

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some topics related to vocabulary achievement, kinds of vocabulary, technique in teaching vocabulary at the elementary level, the advantages of the use of the flannel board, the making of the flannel board, the use of the flannel board.

#### **2.1 Vocabulary Achievement**

Hiebert (2005:3) defines vocabulary as a set of words, which to know the meaning when speak or read orally (communication). Meanwhile, Stanovich in Hiebert (2005:35) says that the use vocabulary growth as an example of his well-known effect. Students with larger vocabularies understand the text better and so they read more. As they read more, they learn additional words, which make their vocabularies even larger.

Bahlewi (2007:1) says that vocabulary is one of the important language components in mastering English language besides speaking, reading, writing, and listening. It is supported by Davis in Hiebert (2005:6), who says that vocabulary is seen to be an integral part comprehension of each student's life that affects his thought, action, aspiration and success. Thus, it can be concluded that vocabulary, as one of the component of language skills, is a very essential component in learning a foreign language.

Sudjana (2009:2) stated that achievement is study process by students in a teaching process in increasing a result of study. Achieving vocabulary knowledge is a goal that may never be reached even by intelligent adults (Hiebert, 2005:96). Children are generally intelligent and inquisitive, making them naturally curious and receptive to learning new and interesting word.

Based on the statement above, vocabulary achievement in this research means the quality and quantity of a students' total number of word that he know after attending the English class where the teaching learning process is conducted using the flannel board as media. It is showed by the student's scores of vocabulary test covering the materials of nouns, verbs, adjectives, and adverbs.

## **2.2 Kinds of Vocabulary**

Vocabulary is divided into two classes. The first belong to large vocabulary called as open classed items and the second belong to small vocabulary called as closed system items (William, 1970:66). The large vocabulary included nouns, verbs, adjectives, and adverb while the small one includes preposition, pronoun, conjunction, articles, and interjections. This research is focused on large vocabulary that covers nouns, verbs, adjectives, and adverbs.

### **A. Nouns**

A.J Thomson (1986:24) defines a noun as a word used to name or identify any of class of things, people, places or ideas. He classifies nouns based on the meaning into four types, namely:

a. - Common Nouns, for example: book, bag, table, chair, etc.

Example: It is a lion.

- Uncountable Nouns, for example: coffee, sugar, salt, water, etc

Example: There is some sugar in the glass.

b. - Concrete Nouns ( The name of people, things and can to feel with sense) for example  
: boy, father, girl, flower, etc.

Example: Hery will buy a pen.

- Abstract Nouns for example: justice, naughtiness, happiness, etc

Example: They will get new information from their teacher.

c. Proper Nouns (The name of people/place and as specific things, and used capital letter)  
for example: John, Paris, June, Sunday, etc

Example: Selecta is in Malang.

d. Collective Nouns( The name of group which consider as one unit/ a group of member )  
for example: committee, class, group, team, etc

Example: Our team is the best

## **B. Adjectives**

An Adjective usually comes before the noun. Meanwhile, Thompson and Martinet (1986:33) classify adjectives into six kinds. They are:

a. Demonstrative adjective (to point out ) such as : this, that, these, etc.

Example: These people come from that hotel over there.

b. Distributive adjective (to indicate one of totality) such as : each, every, either, neither.

Example: Every man knows what to do.

c. Quantitative adjective (to indicate the totality of things which can count ) such as :

some, any, little, few, many, one, etc

Example: He didn't make many mistakes.

d. Interrogative adjective (to ask something ) such as : which, whose, what, etc.

Example: Whose umbrella did you borrow?

e. Possessive adjective, such as : my, our, his, her, its, their

Example: The girls are with their brothers.

f. Adjective of quality (to explain the condition of noun, to overload size, shape, color,

taste, etc) such as : clever, good, heavy, fat, dry, blue, stupid

Example: It is a beautiful swimming-pool

### **C. Adverb**

An adverb is a word that adds more information about place, time, circumstances, manner, cause, degree, etc to a verb, an adjective, a phrase, or another adverb (A.J Thomson and A.V. Martinet, 1986:47). The distribution of adverb into several kinds as follows:

- a. Adverb of Manner (explain how to the work to do/the happen of events) for example:  
quickly, happily, slowly, hard, etc

Example: She dances beautifully.

- b. Adverb of Time ( to explain the time when the event happened ) for example: soon,  
yet, today, then, now, etc

Example: We'll soon be there.

- c. Adverb of Place ( to explain the place where the even happened ) for example: near,  
there, here, down, etc

Example: She lives near me.

- d. Adverb of Frequency ( to explain the frequency of the work to do) for example:  
often, usually, never, twice, etc

Example: He is always in time for meal.

- e. Adverb of Sentences(to explain) for example: certainly, actually.

Example: He actually lives next door

- f. Adverb of Relatives (to explain the change in sentences) for example: when, where,  
why, etc

Example: The hotel where they were staying is big.

- g. Adverb of Interrogative (to make question) for example: when, where.

Example: Why was he late?

- h. Adverb of Degree(explain the level of degree) for example: very, rather, too.

## **D. Verb**

A verb is defined as a word that expresses an action or otherwise helps to make a statement (A.V martinet and A.J thompson, 1986, 105). Furthermore, she classifies verb into two classes:

### **a. Action Verb**

There are two large classes of action verb, they are:

#### **(1) Transitive Verb:**

A transitive verb requires an object to perfect the meaning of sentences. The example of transitive verbs is: cut, write, read, cook.

Example: the couple cut the cake.

#### **(2) Intransitive Verb:**

An intransitive verb does not require an object. Some examples of intransitive verbs are bubble, parade, sign, stand, cry, sleep, etc.

Example: My baby cried last night.

### **b. Linking Verb**

Linking verb are some verbs that help someone to make statement, not by expressing in action, but by serving as a link between two words. Commonly used linking verbs are in the form of the verb “be” as the following list:

Be	shall be	should be
Being	will be	would be
Am	has been	can be
Is	have been	could be
Are	had been	should have been
Was	shall have been	would have been
Were	will have been	could have been

### **2.3 Technique in Teaching Vocabulary at the Elementary Level**

Teaching vocabulary is not merely a matter of teaching in isolation word. More than that teaching vocabulary is a way to allow students to transfer the meaning of words as it meant in context, since one words may have more than one meaning.

Teaching vocabulary of foreign language is not an easy duty for the teacher. It really needs a good teacher who does not only teach the students, but also thinks about the success of teaching vocabulary mastery.

However, as a good facilitator and coordinator, the teacher should be able to make the students learn easily. Penny Ur (1996:63) pointed out some ways to teach vocabulary to the students who are learning their foreign language. The steps are:

#### **a. Hearing the word**

The students should be given chances to hear the isolation word. Two or three repetition can be given in order that they hear the correct pronunciations.

b. Pronouncing the word

The students should be given chances to pronounce the word since it will help them remember the words longer and identify it more readily when they hear and see the words.

c. Grasping the meaning

The teacher should help the students get the meaning of the word without using translation (Kamil, 2005:7) :

### **2.3.1 Teaching Vocabulary through Definition**

Thornbury (2007:81) suggest that an alternative way of conveying the meaning of a new word is simply to use words – other words. It means that both patterns and employed to define the meaning and new words would be familiar for students, for example: if the teacher are going to explain the knife and nurse, he may define as follow:      Knife: is something to cut with

Nurse: is someone who cures a patient in the hospital.

### **2.3.2 Teaching Vocabulary through Synonym and Antonym**

Synonym is words that share a similar meaning (Thornbury, 2007:9). The same hire does not mean that two words have exactly the same meaning as another but different in using and distribution. Example: start and begin.

Stahl, (2007:101) said that the focus of teaching synonym is to help the students related the word to a synonym so that they can read a passage in which it appears. Antonyms are words with opposite meaning (Thornbury, 2007:9) – like *old* and *new*.



Students in elementary level are easier to memorize some word in English with the meaning of each word, here the steps or procedure how to teach vocabulary through synonym and antonym like Thornbury's statement is the teacher give the one word for example *big* and the student try to find out the synonym for example huge, large or giant all of word are adjective and have the similar meaning. It is more effective to enrich students' vocabulary by getting them to memorize and understand word by using synonym and antonym of each word

### **2.3.3 Teaching Vocabulary through Objects and Picture**

An alternative to translation and an obvious choice if presenting a set of concrete object such as clothes item – is to illustrate or demonstrate them. This can be done either by using real objects (Thornbury, 2007:78).

The more concrete are easier, it is not get the meaning cross. Example name of concrete things (pencil, book), certain abstract words (rice, corn), the meaning of quality words may be effectively presented of contrast, which object of the opposite quality show to the students.

The other technique to illustrate the meaning of words is using the picture. The use of pictures or object as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account, including the principle of distributed practice (Thornbury, 2007:80).

Thornbury, (2007:79) adds, visual aids take many forms flashcard (published and home-made), wall charts, transparencies projected on the board or wall using the overhead projector, and board drawing.

Picture large enough for the entire class to see may be used in place of the object which is impossible to bring in to the classroom. Such as: the sun, the sea and the sky can be replaced by this kind of picture. So the teachers can explain their material easily. The students understand the lesson because they learn by looking at the picture that is used by teachers. There are various kinds of suitable pictures in newspapers, magazines, catalogues, calendars and so on. To help the students get comprehension about vocabulary easily, this technique can be helped by using a flannel board. For example: the teacher describes a kind of animal and the students are asked to mention the name of that animal by using a flannel board. Of course, for the beginner level, the sentences should be presented in simple English.

## **2.4 Flannel Board**

Flannel board is a teaching learning medium that has an important role in English teaching especially vocabulary teaching. In the following part, it will be discussed about flannel board such as: definition of flannel board, the advantages of the use of the flannel board, the making of the flannel board, the flannel board cut-out, and the use of the flannel board.

### **2.4.1 Definition of the Flannel Board**

According to Cilia, in Heinich (2005:74), a cloth board or what we call the flannel board is made of cloth or carpet stretched over a sturdy backing material such as: plywood, masonite, or heavy cardboard. The cloth used for the board may be of various types, including flannel, felt or hook and loop material. Flannel board and felt boards are comparatively inexpensive, highly portable and movable displays. Besides,

they are extremely useful especially in situation that require the movement or rearrangement of pieces.

In this research, the flannel board is a simple teaching media which is made from the plywood 50 X 30 cm and covered by green carpet. Then, it is given a hanger on the top of the flannel board in order to be easier to move or hang the flannel board everywhere.

Based on the definition above, flannel board as one of teaching aids consists of two materials, namely cloth or flannel and board. This aid can be used everywhere because the flannel board is inexpensive, highly portable, and movable.

#### **2.4.2 The Advantages of the Use of the Flannel Board**

Arsyad (2011:42) stated that the flannel board provides the users with the following advantages:

- a. It can be used for all level of students, from elementary until the advanced one.
- b. It activates students by doing activities of displaying the flannel cut-outs.
- c. It can be made by the teacher him/herself with the assistance of his/her students.
- d. It can be arranged in advance
- e. It can be used many times and everywhere
- f. It is efficient for the teacher both in time and energy to construct the board.

Based on the above advantages of the use of flannel board, the flannel board can be used as one of the effective aids to help the students improve the vocabulary achievement.

### **2.4.3 The Making of the Flannel Board**

According to Zammit (2005:74), the flannel board operates on the principle that when hairy surface is pressed against a similar surface, they will remain together because of their fiber interlace. Though flannel and felt are ideal surface, there are still many other wooly type materials available in a small shop. An old woolen blanket, surgical lint, and even blotting paper can be used to cover the surface. The teacher – can make a simple and inexpensive flannel board based on the two hairy surface adhesion principles by him. He suggests methods to make flannel board, as follow:

#### **a. Making a Simple Flannel Board**

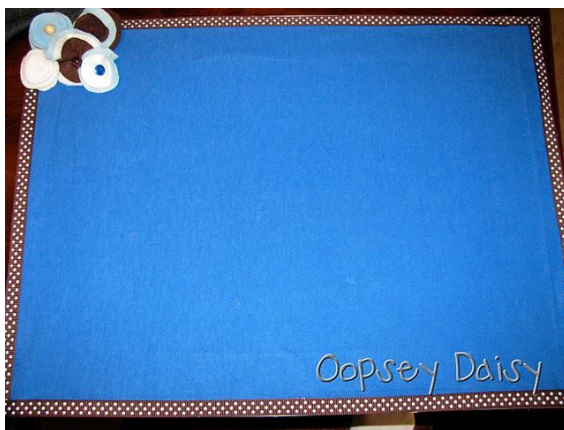
Flannel boards are made up of cloth or carpet stretched over a hard material such as plywood, masonite, or heavy cardboard. This flannel board is usually small, light, and portable with screw eyes. The flannel board could be hung on the chalk board for language lesson or hung against the wall when the flannel board is not in use or as bulletin board. If the flannel board is sufficiently light to carry, it can be used with equal facility elsewhere in the classroom or out of door, or learning against the back of a chair. This means that the simples flannel board has small size, “hairy” surface spread over thick straw board and can be used everywhere.

There are many other kinds of flannel board, which made by him or with some assistance from his students.

Besides use plywood or soft board or the other soft material it is more commonly know also can be used like Styrofoam. Soft board provides a suitable backing for the coarse cloth in that it is strong and light. Then, board can be covered by dark colored surgical lint, or old woolen blanket, which is already colored dark. Dark colored cloth, green, blue, red or black, is more suitable than lighter colored cloth for covering the flannel board. The darker colors provide background that clearly shows up the cut-outs that are pressed into it. Then, the two piece of cloth are sewed together round the board. This means that the teacher can be used the darker colors, to cover the board, so that everything stuck on it can be seen easily.

Based on the above explanation, the simples flannel board has several characteristic such as: small, simple, portable, and light to carry. Therefore, the teachers can use it in the classroom or outside/out door.

The following is the example of a simple flannel board:



Flannel Board

#### **4. The Flannel Board Cut-Outs**

According to Zammit (2005:74), there are basically two kinds of cut-outs that can be used on the flannel board, namely cloth cut-outs and paper cut-outs.

##### **(1) Cloth or felt cut-outs**

Cloth or felt cut-outs work on the principle that similar coarse, hairy pieces of cloth will hold together when they are pressed together, because of their fiber interlock. The language teacher may use some items for background scenery which can be cut from different colored pieces of flannel material and stored until they are needed for the lesson. Cloth cut-outs are advantageous because they can be pressed in place, one on top of the other, to add detailed color to the pictures. This means that cloth or felt cut-outs is flannel board cut-outs made of similar coarse hairy pieces of cloth which will hold together easily when they are pressed

##### **(2) Paper cut-outs**

Paper cut-outs which consist of pictures that have been drawn traced or cut from magazine. For paper piece, use heavy paper like construction paper or poster board. Felt cut-outs for language lesson in that the teacher can provides the students with greater variety. Paper cut-outs may be individual pictures (a boy, a house, a tree, etc) that can be used to build up the scene. They can be scenes (people at the market, the zoo, a house, etc). Based on his ideas, paper cut-outs are pictures that have been drawn, traced or cut from the magazines, bulletin, newspaper, etc which can be arranged to build a situation.

## **2.5 The Use of the Flannel Board**

Cilia (2005:75) stated that there are many different ways to teach vocabulary using the flannel board, some of them is discussed below:

### **(1) Things In The Picture**

A large interesting picture (made from felt or picture cut-outs) is presented or built up on the flannel board and the students are given a short time to examine it. The teacher encourages the students to express any thought they have about the picture. In the early grades, where the students are more limited in what they can say, the teacher may sum up the students comment at the end of her lesson. In the higher grade, the oral discussion of the pictures may be the first step toward a written composition that the students write later. This means that, in this way the teacher can encourage the students to express their ideas, either orally or in the written form of the presented pictured on the flannel board given by the teacher or they examine it in a given time.

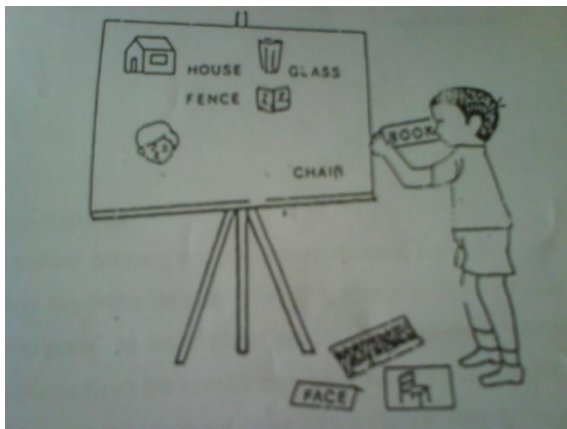
The following picture is the example of the students while expressing their ideas based on paper cut-outs on the flannel board in picture talks activity:



## (2) Picture Context

Instead of the usual kind of spelling test where the students write down the word he has heard, the teacher may try another approach using the flannel board.

In this approach, the student may be required to match word card with pictures in the flannel board. So, in this way, students write down the word she/he has heard and they may be required to match the word with picture on the flannel board.

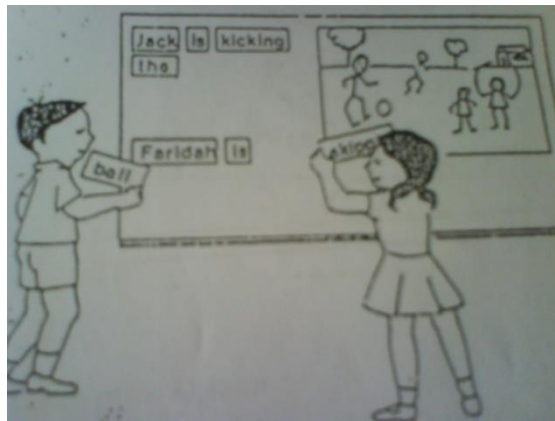




## (2) Fill in the blank

Each student in the class is given a small one-word, word card. The students are then shown a picture that has been pressed onto the flannel board and after a minute; they are asked to make up sentences about the pictures using the word card. Beside the word in the picture there are several words, and then the students fill the blank in the sentences. One at a time, the students volunteer to press their card onto the flannel board to form acceptable and appropriate sentences. This means that in this way students are asked to make up appropriate sentences which are suitable with the picture that has been pressed by teacher.

The following is the example of flannel board when the students made up the appropriate sentences by using word card based on the pictures on the flannel board.



## (3) Arranging letters

Letter of the alphabet and figures can be cut from lint or some other hairy material and used on the flannel board to teach students, particularly to slow learners, the correct formation. Students who have difficulty in forming letters may be helped

by allowing them trace over these letters with their fingers. Feeling the shape of the letter has been found to assist certain learners. The cloth letters can also be taken from the flannel board to the student's desk where he may continue to look closely at them and to traced over them with his finger until he is ready to write them. This means that students are required to produce word by using letter cut-outs



Based on the above ways of using flannel board, the teacher can choose one of them based on the lesson, level, and student's ability to improve the sixth grade students' vocabulary achievement.

## **2.6 The Flannel Board for Vocabulary Teaching in the Elementary Level**

The observation result about study by pictures, stated that visual stimulus get a better study results to task like memories, introducing, feedback, and to combine the fact and concept (Arsyad, 2011:9). The value of pictures is undoubtedly significant in teaching vocabulary, especially in the elementary level. When the students can see something, a picture, for example in addition to hearing and saying the word that names it, there is a stronger chance that the word will be learned. There are several ways in displaying pictures, for example: by using the magnetic board, wall chart, the

chalk board and the flannel board. One of them is by using the flannel board or cloth board which is well known as a versatile aid in language teaching and to bring the information in small groups (Arsyad, 2011:40). Based on the above ideas, the flannel board is one of several ways in displaying pictures. It can be used to teach vocabulary especially at elementary school.

In relation to the used of the flannel boards in building up the elementary school student's vocabulary achievement, the design use should refer to the characteristic of the students themselves. For that reason, the flannel board and its item should be designed, especially to meet the teaching objective. For instance, the English teacher provides the colorful picture cut-outs for his/her students in teaching. The colorful picture will capture their attention. Besides, designing the flannel board and its items in accordance with the young learner's characteristic, the teacher should consider the level of children's ability and intelligent development. Those two things will enhance the success of using the flannel board to build up the students' vocabulary achievement. This means that if the teacher want to success in teaching vocabulary with the flannel board, she/he must use the flannel board in accordance with young learners' characteristics, level of children' ability and intelligent development.

By using the flannel board, the teacher may combine several techniques of instruction to build up students' vocabulary achievement by combining visual and verbal instruction. Ideas which are visually and verbally presented will enable the students to understand English vocabulary easier. This technique means that by

combining visual and verbal construction in using the flannel board, the teacher can help the students to master vocabulary easier.

Second, involving students in learning activities which require English word as a part. This can be done by promoting interaction among students and between students and the material displayed. The teacher may encourage his/her students to do exercises, for example, which are presented in a sequence as they respond either orally or by going to the board, and matching question with answer, symbol with word, or symbol with symbol according to the lesson requirement. This means that the technique using the flannel board involves the students to do many activities, and make them active.

Third, animating stories or events on the flannel board to build up the students' vocabulary. Arsyad, (2011:113-122) states that teachers of reading activities can use the flannel board to illustrate stories, cartoon and other reading materials. And that stories should be a serve with rotation way and based on legend or popular story to society and students. It happens, since the students are still fond of fantasy / imagine. This technique means that the flannel board is used as medium to illustrate stories, poems and other reading materials in teaching vocabulary. This activity can totally attract students' attention to telling stories.

If the problem of students' vocabulary achievement is on the students' motivation itself, the use of the technique totally can be one of the alternative solution to the problem. However, the flannel board or flannel graph as with most other aids, is only as good as the person who is using it, and the imaginative teacher can make the flannel board as a versatile and powerful tool to teach vocabulary. Based on the

above statement, we can get conclusion that teaching English vocabulary in the elementary level can use the flannel board as medium to improve the students' vocabulary achievement.

## **2.7. Previous Study**

Besides doing the research, the researcher also tries to find a research about flannel board. Finally, the researcher found a research about flannel board that had written by Donna Kusma in her thesis that was titled "Bible Felt stories as effective teaching reading".

In her thesis, she explains about the ways of her to manage the reading, such as the procedure in teaching and learning process and kinds of activities that used in flannel board.

Based on her research, she used flannel board and picture as media, and used strip story pictured and pronunciation as the method.

Based on explanation above, there are similarity and also different between research by Donna Kusma and this research. The similarity is the same topic, which is about flannel board. Donna research is more specific in reading component. So, in her research, she explains the implementation of flannel board. Meanwhile, in this research the researcher also explains the implementation of some method to use in flannel board to increase the student's vocabulary.