

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

A theoretical framework is essential for conducting research. It explains the concepts used by researchers and serves as the basis for their thinking. By analyzing the relationships between variables, researchers can draw conclusions and identify problems in their study. Creating a theoretical framework is the perfect first step towards scientific work. It defines and provides examples of the framework's function. The theoretical framework usually describes the cause-and-effect relationship between two or more variables.

To ensure the smooth compilation of scientific work, it is important to first create or compile a theoretical framework. A schematic or diagram can be used to represent the theoretical framework. The objective of creating a theoretical framework is to provide a clear understanding of all the variables that are involved in the formation of the scientific work that will be compiled by the research.

2.1.1 Definition of Audio Media

Audio media (hearing media) is media whose message content is only received through the sense of hearing. In other words, this type of media only involves the sense of hearing and manipulates sound or sound elements alone (Setyosari, Punaji, & Sihakabuden, 2005). Audio media are usually in

the form of songs, compact disks, phonographs, and radio. Audio media in classroom learning has advantages, namely:

- a. Able to overcome the limitations of space and time and allow reaching broad targets,
- b. Able to arouse students' imagination in learning,
- c. Able to focus students' attention on the use of words, sounds and meanings of the word,
- d. Able to influence the atmosphere and behavior of students through background music and sound effects. Apart from some of the advantages that exist in audio media, there are also some disadvantages of audio media, namely:

- a. Communication is only one way,
- b. Difficult to define segments, and
- c. Difficulty in setting the speed.

The media used to deliver learning materials to students is called learning media. If a teacher uses interesting methods in the learning process, students are more likely to understand and be enthusiastic about learning in class. Kozma (1991) suggests that learning methods must be implemented in every learning process to make it more effective. Learning media not only contributes to the teaching and learning process but also increases students' motivation and enthusiasm for learning. Therefore, it has a significant impact on creating effective and efficient learning conditions in the classroom. The better the learning media, the more effective and efficient the learning process will be, leading to better student achievement. Conversely, if an educator is not sensitive to designing learning media, the

learning process in the classroom will be less effective, causing student learning outcomes to decline.

2.1.2 Definition of Vocabulary

Vocabulary can be defined as the total number of words in a language, which includes a list of words and their meanings. According to Hasanah, L. (2016) states that vocabulary is a very important element of language, because someone's thoughts can only be clearly understood by others if they are expressed using vocabulary. From the given definitions, we can conclude that vocabulary is essential to communicate ideas and express the speaker's intention. Therefore, it's crucial to learn and develop new vocabulary. Having a good vocabulary plays a significant role in comprehension, fluency, and achievement. It is a precursor to comprehension and also an outcome of it. Word meanings make up almost 70-80% of comprehension, so vocabulary development is critical. Fluent readers recognize and understand many words, which enables them to read more quickly and easily than those with a smaller vocabulary. According to Nagy & Scott (2000), a larger vocabulary is beneficial for better reading and understanding.

A vocabulary is a list of words that have meaning and function in a language. In other words, it is a component of language that we use to think, recognize words and understand their meaning both in written and spoken form. We can develop our vocabularies through various methods and techniques such as words, crossword puzzles, games like snake, media, pictures, real objects or visual aids, etc. The purpose of these methods is to

make the learning process more enjoyable, interesting and challenging. (Napa, 1991:1).

2.1.3 The Important of Vocabulary

Having a strong command of vocabulary is essential for learners as it enables them to express their ideas with precision. With a wide range of words at their disposal, learners can easily comprehend reading materials, engage in conversations, respond appropriately, speak fluently, and write about various topics. Although a significant amount of vocabulary is learned during early years of primary language learning, most of the vocabulary characteristic of an educated adult is acquired during the years of schooling. In fact, one of the primary tasks of schools in terms of language learning is to teach vocabulary (Pressley, 2002).

2.1.4 Types of Vocabulary

In the teaching and learning process, teachers don't need to spend equal amounts of time and care in presenting all new vocabulary. Some vocabulary is more important to the student than others. Vocabulary can be classified into two types according to Jo Ann Aeborsold and Mary Lee Field (2006): Active vocabulary and Passive vocabulary. 1) Active vocabulary is the language items that a learner can use appropriately in speaking or writing. It is also called productive vocabulary, although it is more difficult to put into practice. 2) Passive vocabulary is the language items that can be recognized and understood in the context of reading or listening. It is also called receptive vocabulary.

2.1.5 Aspect of Vocabulary

As a teacher, it is essential to pay attention to various aspects while presenting vocabulary. These include pronunciation and spelling, grammar, collocation, aspect of meaning, and word formation. Here are the explanations of these aspects as suggested by Penny Ur (1996:60-62)

- 1) Pronunciation and spelling
- 2) Grammar
- 3) Collocation
- 4) Aspect of Meaning, Meaning Relationship
- 5) Word formation

2.1.6 Target of Vocabulary

The goal of the English curriculum for graduated Junior High School students is to master a vocabulary of 1500 words, with 500 words assigned to each grade. This means that 250 words are presented to students in the first semester and another 250 in the second semester. At the end of each semester, students should be able to learn an additional 250 new words, with about 24 meetings dedicated to this task. Therefore, teachers should provide at least 10-12 new words for each meeting to help students achieve their vocabulary mastery goals.

