

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is presented some theories as the basic of research. It covers about vocabulary mastery and audio visual teaching. The explanation of each literature is explained briefly as follows

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

In learning English, we should master of language component and language skill. English has three components. There are many definitions of vocabulary. According to Penny Ur (1996), vocabulary is one of the most important aspects in language teaching, based grammar and pronunciation. As a stock of words used by a person, it can be defined, roughly as the words we teach in the foreign language. It means that to teach English, we cannot separate vocabulary.

Nunan (1999) said vocabulary is more than list of target language words. As part of the language systems, vocabulary is intimately interrelated with grammar. In fact it is very difficult to divide content words and the lexical systems of language as like articles, preposition and adverb. Longhurst (2013) complete Moriss's argument whether vocabulary is the list of words or phrases of particular language along with their meaning. Meanwhile Schmitt (2000) said that the term word is not

specific enough to cover the complexity of vocabulary and to capture different aspects of lexis. Sedita (2005) also gives her argument that vocabulary knowledge is important because it encompasses all words we must know to access our background knowledge, express our idea and communicate effectively, and learn about new concepts.

In addition, Finnochiaro (1989) has stated that “vocabulary as a list of words known to person or either entity or that is part of specific language”. Grambs david (1984) stated that the vocabulary as a list of words usually defined and alphabetical as in dictionary or specialized glossary, complete word stock of language.

Vocabulary is the most important part in foreign language acquisition. Based on Aldresom and Bachman (2000) said vocabulary is a set of lexemes including single words, compound words and idioms. Gains Ruth and Redma (2003), vocabulary is the one of component to influent the learner to learning English because influence in four skills. In learning, one of language components that should be acquired by learner is vocabulary. Vocabulary is the element that connects the four English skills which are listening, speaking, reading and writing.

Based on Milton (2009) stated that vocabulary is not optional or unimportant part of foreign language. Words are the building blocks of language and without them, there is no language. It means that vocabulary

is important part to build of word, without vocabulary there is no language to be said or nothing.

Based on the definition above, we can conclude that vocabulary is the most important part for learning language, the most part which should be mastery, the part of language acquisition and the building block of language, which should be learnt and mastery, because language is nothing to be said without vocabulary.

a. The kinds of vocabulary

Based on the Miller, vocabulary refers to the words we must understand to communication effectively. The educators have divided vocabulary to be four types, there are

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 there.

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 I size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ writing. The writing vocabulary is simulated by its user.

d. Speaking vocabulary

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

Based on the kinds of vocabulary above, students cannot understand the text without knowing the word meaning. They learn the meaning of most words indirectly, though everyday experiences with oral and written language. Other words, they learned through carefully designed instruction.

According to Jackson (2002) argument that there are two kinds of vocabularies, those are active vocabulary and passive vocabulary.

a. Active vocabulary

The active vocabulary means that someone uses English by sentences or language that able to speech and written. They really understand what the vocabulary use. Vocabulary sometimes is used by students to show their expression in oral or written text which understandable.

### b. Passive vocabulary

The passive vocabulary means that the vocabulary can be recognized by an individual but it is rarely used when speaking and writing. The students usually find passive vocabulary in listening or reading material. They will find the meaning of the word when they read the word in the text and they will know the meaning of the unknown word on the text.

Harmer also classifies the vocabulary into two kinds, those are

- 1) High frequency vocabulary is one of vocabulary which is often used by speaker
- 2) Low frequency vocabulary is one of vocabulary which is rarely used by the speakers, usually called difficult vocabulary because vocabulary is unfamiliar to the listeners.

## 2. The Importance of Vocabulary

Vocabulary is a very important component in language. Learners should master their vocabulary to make them easy to understand the word which they read and understand what word which they listen. As we know that language is needed for communicating with others, for this situation a person should master their knowledge so they will not confuse when they speak with other people, read a text or listen what others talk.

Teaching vocabulary is very important because without vocabulary language is nothing or language cannot to say. Without vocabulary students cannot be speaking, writing, and understanding the meaning of the sentences or cannot understand what the people said.

In the communication, the importance of vocabulary knowledge has similarly been stressed. Edinburgh Gate said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is component to complete skill of English that will be able to the learners. Nunan (1999) states if one has extensive vocabulary, it is possible to obtain meaning from spoken and written text, event thought one does not know the grammatical structures in which the text are encoded. Rivers also argued that the acquisition of an adequate vocabulary is essential for.

### **3. Teaching Vocabulary**

There are many learners which feel difficult when they are remembering and understanding unfamiliar words. Nunan (1999) stated the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. Meanwhile Kimble and Garmazy as quoted in Brown said that teaching is showing and helping someone to learn or to do something. It meant that for teaching vocabulary is transfer science from a teacher to the learner.

There are several interesting techniques that can be applied the teacher:

- a. Applying several games, by applied games the teacher can get the finest outcomes toward the students' achievement of vocabulary items. Based on the Huyen in Cahyono and Kusumaningrum (2001) as a result of playing such games, the students are highly motivated by the variations of games that are used by the teacher. Mularsary, she has researched about the effectiveness of using word square game toward the students mastery of vocabulary of the first grade students at SMP Negeri 2 Sumbergempol. She got the conclusion that the technique is effectiveness for teaching English vocabulary.
- b. Utilizing short story, short story will help the student to use the right occasion because they provide example of vocabulary usage in a sentence. By short story, students will grow up the students' reading habit.

Based on Lewis, he argues that vocabulary should be at the center of language teaching, because language consists of grammaticalized lexis not lexicalized grammar. Moreover Ekka Zahra Puspita, students of IAIN Tulungagung explore the effectiveness of using one day one word strategy toward vocabulary mastery of eight grade students of Islamic junior high school 2 of Blitar, she got conclusion that using one day one word strategy

is an effective strategy toward vocabulary mastery of eight grade students of Islamic junior high school 2 of Blitar.

## **B. Media**

### **1. Teaching media**

According to Chandra Budi Susila, and Erlina Ganis Idol, Media is also called audio-visual equipment, means of tool that can be seen and heard used in the learning process with the purpose to create a way to communicate more effectively and efficiently. Meanwhile Gerlach and Ely, Media is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. It means that media is the techniques or tools which used to transfer the material from the teacher to the students, or the tool which used to make students more easy to understand the material, or easy for remembering unfamiliar word.

### **2. The Type of media**

According to Seels and Glowsgow as Arsyad, the type of media is divided into two broad categories, namely traditional media choice and the choice of cutting-edge technology media.



a. Kinds of media choice

1. Visual

According Daryanto, visual media means all the props used in the process of learning that can be enjoyed through the eye senses. It means that the visual media is the teaching media which use to deliver the material in the form visual or picture. The example of visual: image or picture, graph or chart, poster, map, and diagram

2. Audio

Based on Sadiman, Audio media is tool to convey messages to be delivered in the form of auditory symbols, verbal, and non-verbal. In addition, Sudjana and Rivai state that audio media for teaching is a material that contains a message in the form of auditory, which can stimulate the thoughts, feeling, concerns and willingness of students so that teaching and learning occur. Example: radio, recording, compact Disc., and tape.

3. Audio visual

Audio visual media is a media intermediary or the use of material and absorption through sight and hearing so as to establish conditions to enable the pupils to acquire knowledge, skills or attitudes. Audio visual is teaching media which use to deliver material in the form of auditory and the picture. So

audio visual is the combination of auditory form and sight form, it means that student can sight and listen the material.

According to setyosari, media classification can be divided into two parts, those are

a. Two-dimensional media

This media is the teaching media which has only length times the width and only be observed from one direction only view. This media can be seen. Example: picture, maps, charts.

b. Three-dimensional media

Three-dimensional is teaching media which has a length, width and height/thickness and can be observed form any direction of view.

This media is both the shape and size can be seen from any angle.

Example: Realia, puppet and cars.

## **C. Voice of America**

### **1. Definition of VOA**

The Voice of America (VOA) is a dynamic international multimedia broadcaster with service in more than 40 languages. Serving an estimated weekly global audience of 236.8 million, VOA provides news, information, and cultural programming through the Internet, mobile and social media, radio, and television. VOA is funded by the U.S. Government through the U.S. Agency for Global Media.

The Voice of America began broadcasting in 1942 to combat Nazi propaganda with accurate and unbiased news and information. Ever since then, VOA has served the world with a consistent message of truth, hope and inspiration.

## **2. History of voice of America**

According to VOA website <https://www.insidevoa.com/p/5829.html> In 1939, the American playwright Robert Sherwood, who would become a speechwriter for President Franklin Roosevelt and later, the "father of the Voice of America," predicted the impact of international broadcasting when he said:

"We are living in an age when communication has achieved fabulous importance. There is a new decisive force in the human race, more powerful than all the tyrants. It is the force of massed thought--thought which has been provoked by words, strongly spoken."

In that year, the United States was the only world power without a government-sponsored international radio service. The Netherlands had been the first country to direct regularly-scheduled broadcasts beyond its own borders, inaugurating shortwave programming to the Far East in 1927. Seeing radio as an instrument of foreign policy, the Soviet Union built a radio center in Moscow and was broadcasting in 50 languages and dialects by the end of 1930. Italy and Great Britain started their respective "empire services" in 1932, followed by France the next year. Nazi Germany built a massive network of transmitters in 1933 and began to beam hostile propaganda into Austria. In the same year Berlin started

shortwave broadcasts to Latin America. Meanwhile, Japan was using radio to promote its national ambitions in the Far East.

Despite the efforts of many prominent figures, including New York Congressman Emmanuel Celler (who introduced bills in 1937, 1938 and 1939 to create a government station that could respond to German propaganda), the United States entered the 1940s with no plans to establish an official U.S. presence on the international airwaves.

The United States' shortwave resources consisted of just over a dozen low-powered, commercially owned and operated transmitters. In 1941, several of these private transmitters were leased by the U.S. Coordinator for Inter-American Affairs (CIAA) to broadcast to Latin America. In mid-1941, President Roosevelt established the U.S. Foreign Information Service (FIS) and named speechwriter Sherwood as its first director. Driven by his belief in the power of ideas and the need to communicate America's views abroad, Sherwood rented space for his headquarters in New York City, recruited a staff of journalists and began producing material for broadcast to Europe by the privately-owned American shortwave stations. Sherwood also spoke with officials in London about the prospect of relaying FIS material over the facilities of the British Broadcasting Corporation (BBC).

With Japan's attack on Pearl Harbor and Germany's declaration of war against the United States, Sherwood moved into high gear. He asked John

Houseman, the theatrical producer, author and director, to take charge of FIS radio operations in New York City.

In December 1941, FIS made its first direct broadcasts to Asia from a studio in San Francisco. On February 1, 1942— less than two months after the United States entered World War II--FIS beamed its first broadcast to Europe via BBC medium- and long-wave transmitters. Announcer William Harlan Hale opened the German-language program with the words: “We bring you Voices from America. Today, and daily from now on, we shall speak to you about America and the war. The news may be good for us. The news may be bad. But we shall tell you the truth.”

### **3. Vision and mission of Voice of America**

According to Voice of America (VOA) News Website <https://www.insidevoa.com/p/5831.html>, Voice of America (VOA) is the largest U.S. international broadcaster, providing news and information in more than 40 languages to an estimated weekly audience of 236.8 million people. VOA produces content for digital, television, and radio platforms. It is easily accessed via your mobile phone and on social media. It is also distributed by satellite, cable, FM and MW, and is carried on a network of approximately 3,000 affiliate stations.

Since its creation in 1942, Voice of America has been committed to providing comprehensive coverage of the news and telling audiences the truth. Through World War II, the Cold War, the fight against global terrorism, and the

struggle for freedom around the globe today, VOA exemplifies the principles of a free press.

VOA is part of the U.S. Agency for Global Media, the government agency that oversees all non-military, U.S. international broadcasting. It is funded by the U.S. Congress. The VOA Mission is drawn from The VOA Charter, which was signed into law by President Gerald R. Ford in July 12, 1976. The Charter protects the editorial independence and integrity of VOA programming.

The long-range interests of the United States are served by communicating directly with the peoples of the world by radio. To be effective, the Voice of America must win the attention and respect of listeners. These principles will therefore govern Voice of America (VOA) broadcasts:

1. VOA will serve as a consistently reliable and authoritative source of news. VOA news will be accurate, objective, and comprehensive.
2. VOA will represent America, not any single segment of American society, and will therefore present a balanced and comprehensive projection of significant American thought and institutions.

VOA will present the policies of the United States clearly and effectively, and will also present responsible discussions and opinion on these policies.