# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this part, the writer is going to present about the review of related study that consist of the vocabulary, media, audio-visual media, video as audio-visual media, teaching vocabulary in elementary school and previous studies.

## A. Vocabulary

### 1. Definition of vocabulary

The Vocabulary is all the words that a person knows or uses.[7] According to Djiwandono, vocabulary is a part of language components. The writer states vocabulary is consisted of the words that are used in language communication, both orally or written**.** Also, in communication, vocabulary is a very important element. The meaning of an expression mostly is determined by the vocabulary which is used. Soenardi argues, from the vocabulary, the meaning of the expression is gained, besides from another element such as intonation and stressing.[8] A vocabulary is defined as all the words known and used by a particular person. However, the words known and used by a particular person do not constitute all the words a person is exposed to.[9]

### 2. Kinds of vocabulary

Djiwandono stated that vocabulary can divided in to active vocabulary and passive vocabulary. Active vocabulary is vocabulary actually used,

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[7] A S Hornby, *Oxford Advance*1897, p.1506.
[8] M.Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: ITB, 1996, p. 42-43.
[9] Fadilah. http://en.wikipedia.org/wiki/Vocabulary (Online on January, 23, 2011)

while passive vocabulary is vocabulary understood.[10] Gattegno stated that in Richards and Rogers, there are three kinds of vocabulary, they are:

a. Semi-Luxury Vocabulary

   Semi-Luxury vocabulary consists of common expression in the daily life of the target language culture; this refers to food, clothing, travelling, family, life and so on.

b. Luxury Vocabulary

   Luxury vocabulary is used in communicating more specialized ideas, such as political or philosophical, and opinion.

c. Functional Vocabulary

   The most important vocabulary for the learner deals with the most functional and versatile words of the language, many of which may not have direct equivalents in the learners native tongue.[11]

   There are five essential steps in vocabulary learning, they are:

a. Having sources for encountering new words

b. Getting a clear image

c. Learning the meaning of words

d. Making a strong memory connection between the forms and meaning of the words

e. Using words in sentence.[12]

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[10] M. Soenardi Djiwandono, *Tes Bahasa...,* p. 43.

[11] Jack C. Richards and T.S. Rogers, *Approaches and Method in Language Teaching,* Cambridge: University Press, 1986, P. 101.

[12] Abdul Qodir, *A paper about Vocabulary Building/ How to Improve Vocabulary Mastery of the Students of English*, Palangkaraya Department of STAIN 2002.

A particular word can be a productive or active vocabulary if a learner knows how to use it actively and appropriately in a correct context. The transition of a passive or receptive or passive vocabulary into active vocabulary can happen because of listening or reading the words repeatedly.

Kinds of vocabulary in active and passive form have own function. They are usually named as parts of speech. These are the basic introduction of vocabulary. According to Mas'ud, parts of speech are:

a. Nouns

Nouns are naming words such as persons, places, things, feelings, ideas, emotions, qualities, and activities. Example: <u>Doni</u> has a new <u>Bus</u>, and he parks on the <u>street</u> under a big <u>tree</u> in <u>Filer.</u>

Types of nouns are:

1) Proper nouns; they are the names of people, places, times, organizations etc which refer to unique individuals, start with capital letters and most are not found in the dictionary. Example: Nina, Palangkaraya, America etc.

2) Common nouns; all nouns which are not proper nouns are common nouns and a few examples are cop, art, paper, work, frog, bicycle, atom, familiar examples are cop, art, paper, work, frog, bicycle, atom, family, and mind.

3) Countable nouns; the nouns that can be accounted and can be made plural: a tree... two trees; a man...men a pony... ponies. In the singular, they may have the determiner a or an: a sausage; an asterisk.

4) Uncountable nouns; the nouns, which cannot be accounted and cannot be made plural. We cannot say: two fans, three advice or five furniture. Besides, we never use a or an with then.

5) Concrete nouns; they are mostly the names of objects (countable) and substances or materials (uncountable). Example: food, oxygen, iron, girl, cat, book, glass, pomegranate, earthworm and window.

6) Abstract nouns; they name ideas, feeling and qualities. Most, though not all, are uncountable. Example: health, happiness, honesty, freedom, etc.

b. Pronouns

Pronouns take the place of nouns and can be used in the same places as nouns. Example: Dini gave Budi stationary because he wanted her to write him when she could.

Types of pronouns are:

1) Personal pronouns; they are used as:

a) Nominative case pronouns are used as subjects of sentences such as; I, you, he, she, it, we, and they.

b) Objective case pronouns are used as direct objects, objects of prepositions, participles, gerunds or infinitives such as; me, you, him, her, it, us, them.

c) Possessive case pronouns show possessions such as; my, mine, your, yours, his, hers, its, our, ours, their, theirs.

d) Reflexive pronouns will never be subjects; they show action reflected back to the person named: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

2) Relative pronouns; they are used to connect dependent clauses to independent clauses. They are who, whom, whose, which, and that.

3) Interrogative pronouns; they are used to ask questions. They are who, whom, whose, which, and that.

4) Indefinite Pronouns; they do not refer to any specific person, place, thing, or idea. Many times, they are used to denote a quality.

Singular       : anybody, anything, anyone, each, either, everyone, everybody.

Plural          : all, both, few, most, none, some.

5) Demonstrative Pronouns; they point out such as this, that, these, and those.

c. Adjectives

Adjective describe or modify nouns and pronouns. There are some types of adjectives such as:

1) Adjective of Quality       : small, fat, large, poor, short, etc.

2) Adjective of Quantity      : much, some, little, enough, half, any, etc.

3) Adjective of Numeral       : one, second, single, two, first, double, etc.

4) Demonstrative Adjective : this, that, these, etc.

5) Proper adjective            : English, Dutch, Javanese, Canadian, etc.

6) Interrogative Adjective   : What, whose, which before noun.

7) Possessive adjective     : My, your, his, its, her, their, our.

8) Distributive Adjective    : Either, every, neither, each.

d. Verbs

A verb is a word that expresses action or a state of being, which means that it makes a statement about the subject.

Types of verb are:

1) Finite verbs; they are ordinary verbs which their form are changed by tenses, has infinitive, present participle, and gerund. Example: walk-walking-walked-walks.

2) Transitive verbs; the verbs are followed by word or phrase that answers question what? or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example: bite-a lion bites the man.

3) Intransitive verbs; action verb not followed by a word or phrase that answers the question what? or whom? It means that they do not take a direct object, or to put it another way, they do not need an object to complete their meaning. Example: eat- the dog ate.

4) Auxiliary verbs; the verbs are used with the other verbs to state action or condition. The most common and the most important is the verb too be-show a state of being (or existence) or a condition. The most common, after to be, are modal auxiliary, to do, and have.

5) Linking verbs; the verbs are used to relate between subject and its complement. Commonly, linking verbs are to be, and verb of the senses: look, taste, smell, feel.

6) Regular verbs; the simple past and past participle of the verbs end in –ed. Example: hoped, listened, and studied.

7) Irregular verbs; the simple past and past participle of the verbs do not end in-ed. Broke-broken, came-come, hit-hit.

e. Adverbs

Adverbs describe verb, adjectives, and other adverbs. The types of Adverbs are:

1) Adverb of manner, they tell "how?" or "in what manner?" an action has occurred. Example: quickly, neatly, sweetly, etc.

2) Adverb of place and Direction; they tell "where?" an action occurred. Example: here, down, abroad, anywhere.

3) Adverb of time; they tell 'when?" an action occurs. Example: yesterday, today, soon, recently, last week, last year, etc.

4) Adverb of Degree; they are the hardest type of adverb to locate in a sentence. They tell "how much?" or "to what degree?" something occurs. Example: very, quite

5) Adverb of frequency; they tell "how often?" an action occurs. Example: always, often, and sometime.

6) Adverb of Quantity; they tell "how many?" an action occurs. Example: twice, once

7) Interrogative Adverb; they are used to ask question. Example: where, why, when, how.

8) Relative adverb; they are used as connector in the sentences. Example: therefore, besides.

f. Prepositions

Prepositions are the words that show the relationship between the noun that takes as an object and some other word in the sentence. They show how one thing relates to something else or relate one idea to another. They are putting before the nouns.

Types of prepositions are:

1) Preposition, which has a syllable; example: about, before, at, behind, until, without, since, etc.

2) Preposition which has two syllables or more; example: according to, instead, of, next to, upside of.

g. Conjunctions

Conjunctions are the words that relate word to word, phrase to phrase, or sentence to sentence. It means the words which "hook together" words, phrases, or sentences.

Types of conjunctions are:

1) Coordinating Conjunctions; the words that relate two sentences or words and those sentences have same degree. Example: and, but, for, or, yet.

- Dodi is handsome and smart.

2) Subordinating Conjunctions; the words which relate subordinate clause and main clause.

- She trusts their word because they speak the truth.

h. Interjections

Interjections express excitement. They are words which show emotion or are "fillers" with no other function. [13]

**3. Problems in mastering vocabulary**

According to David Riddell, there are some problems when learning new vocabularies, such as:[14]

a. Meaning

1) A word may have than one meaning  (e.g. *odd, cut, patient*)

2) First Language (L1) interference such as 'false friend'-words with a similar appearance or sound to words in their L1 but with different meaning. For example, compare *sympathetic* with the French sympathique, meaning a 'nice' person, In German *bekommen* means 'to receive', sometimes resulting in a German speaker saying what sounds like 'I'll become a glass of beer' when they mean to say *I'll have a glass of beer*.

3) Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. *slim/thin/skinny*)

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[13] Fuad Mas'ud, *Essential of English Grammar-A Practical Guide,* Yogyakarta: Fakultas Ekonomi UGM, 2005, p. 44-116

[14] David Riddell, *Teaching English as a Foreign Languege*, London: Hodder Headline. Ltd, 2003, p.58.

4) A student may understand the meaning of a word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal.

b. Form

The spelling may be very different from the sound (e.g. *cough*). Students may be competent speaker of the language but poor writers.

1) A word may be more than one part of speech (e.g. it may be a verb and a noun).

2) If you teach a word like *to rely*, you also need to teach that it is followed by *on.*

3) Some words are irregular (e.g. the plural of *person* is *people and* the plural of *sheep* is *sheep).*

4) Different varieties of English have different spelling e.g. *color/colour.*

5) Spelling patterns are not obvious, e.g. *happy/happier…hit/hitting)*

c. Pronunciation

1) The sounds may not correspond to the spelling, as form above (another example being *sign*).

2) Students may have difficulty knowing how many syllables the word is broken up into (a typical mistake being *clothes* pronounced with two syllables).

3) It is hard to know which syllable is stressed.

4) Some words have shifting stress, e.g. his *conduct/to conduct*.

5) A group of consonants together – a consonant cluster – can be difficult, e.g. *crisps*.

6) A speaker of particular language might have difficulty with certain sounds, e.g. Japanese with /I/ and the French with /h/.

7) Some word with different spellings and meanings are pronounced the same, e.g. *bearl/bare*.

**B. Media**

Generally, there were three kinds of instructional media, they are: audio, visual and audio-visual media. For teachers media had function as helper, supporter, and mediator in teaching learning process. In using the media, teacher could achieve the effectiveness, communicative condition especially in teaching English.

1. Audio Media

Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or compact disc.

2. Visual Media

Medium can be used based on its function. It is to distribute the message from the sources to the receiver. The examples of visual media are picture/photo, sketch, diagram, chart, cartoon, map, globe, flannel board.

3. Audio-visual Media

It is a medium that is useful because of its sound and picture. Television (TV) and video are the example of this kind of media.

Media is an equipment activity as mediator to help teaching learning activity which give visual experiment to the student give motivation to study, explaining make easy complex concept and abstaract be more simple and clearly, concrete and be esier to understood.[15]

In teaching learning process, media are help teachers and their study activities, acording to sudjana and rivai, there are some function of media in teaching learning process;

1. The teaching learning process will increase student`s attention, som that it can develop learning motivation.

2. The meaning of the material that be taught is easy to understand and it also makes the purpose of teaching very well.

3. Taching would be more variety it is not only limited on teacher instruction, so this way the student does not fell bore.

4. The student are more diligent to study because they are not only listening from the teacher`s explanation but student also do the other activities observe, to demonstrate,and other.[16]

The writer takes one kinds of media for this study, it video as audio visual media by using the teacher when teaching vocabulary.

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[15] David B. Guralnik, *webster`s new world dictionary*, Oxford & IBH publishing co; 1974. P. 838.
[16] Nana Sudjana dan Ahmad Rivai, *Media Penagajaran*, Bandung : Sinar Baru Algesindo, 2002, p.29.

## C. Audio-visual Media

### 1. Definition of audio-visual media

Audio-visual media as well as media is called by video. Video is the medium used to convey the message of learning. In the video media, there are two elements are united with each other audio and visual. The existence of audio elements allow students to be able to receive messages of learning through auditory, visual elements while allowing the creation of messages learned through the form of visualization.

According to Ronal Anderson, the video media is a series of electronic images are accompanied by audio sound elements also have a picture element that is poured through a video tape. The series of electronic images are then rotated with a tool that is a video cassette recorder or a video player.[17]

### 2. Kinds of audio-visual media

a. Television (TV)

Television (TV) has its good side. It can be entertaining and educational, and can open up new worlds for kids, giving them a chance to travel the globe, learn about different cultures, and gain exposure to ideas they may never encounter in their own community. Shows with a pro social message can have a positive effect on kids' behavior; programs with positive role models can influence viewers to make positive lifestyle changes. However, the reverse can also be true: Kids are likely to learn

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[17] Ronal H Anderson, *Pemilihan dan Pengembangan media Video Pembelajaran*, Jakarta : Grafindo Pers, 1994, p. 99

things from TV that parents don't want them to learn. TV can affect kids' health, behavior and family life in negative ways.

A great deal is known about children and television, because there have been thousands of studies on the subject. Researchers have studied how TV affects kids' sleep, weight, grades, behavior, and more. It's worth looking at what the research says when deciding how to manage television in your family.

Spending time watching TV can take time away from healthy activities like active play outside with friends, eating dinner together as a family, or reading. TV time also takes away from participating in sports, music, art or other activities that require practice become skillful.

TV viewing starts earlier than other forms of media-often beginning before age two. In recent years, TV, video and DVD programs geared to babies and toddlers have come on the market—and now even a cable channel for babies. We don't know yet what effect TV-viewing by babies may have on their development. We do know that time spent watching TV replaces time spent interacting with caregivers and other children. Social interaction is critical to a baby's healthy development.

b. Video

Video is an Audio-Visual media featuring motion, increasingly popular in our society. The messages can be presented as well as fictional facts; can be informative, educational and instructional. Most of the tasks

can be replaced by video films. But it does not mean that the video will replace the position of the film.

Video media is one type of audio visual media, except film which has been developed for learning purposes, usually packaged in the form of VCD.

Some advantages of video such as:

1) To draw attention to short periods,

2) The video tape recorders large number of viewers to obtain information from experts or specialists,

3) Saves time, and

4) Can observe more closely the object being moved.[18]

c. DVD

DVD, introduced in 1996 and initially baptized as Digital Video Disc, soon became known as Digital Versatile Disc. It is the next generation of optical disc storage technology, which shares the same overall dimensions of a CD, but with significantly higher storage capacities-holding from 4 to 28 times as much data. Single sided DVDs can store 4.7GB for single layer and 8.5GB for dual-layer disks. Double-sided DVDs can store 9.4GB for single layer and 17GB for dual-layer disks.

Today most DVDs are used to display full-length commercial motion pictures, plus additional material such as outtakes, director's

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[18] Zhuldyn, *Media Pembelajaran Audio-visual*, Makassar: Universitas Islam Negeri (Uin) Alauddin, 2012, http://zhuldyn.wordpress.com/2012/03/15/makalah-audio-visual/, p. 6

notes, movie trailers, etc. A DVD-player can as well be connected to a television screen as to a computer screen, which allows the teacher to choose whether he or she wants the students to look at the material individually or in a group.[19]

**D. Video as Audio-visual Media**

**1. The use of video in teaching vocabulary**

Audio-visual material provides a rich medium for teaching and learning. Video can effectively communicate complex information to a student and, if used creatively, can become a powerful expressive tool. This short paper looks at some potential benefits and challenges associated with using video materials in teaching and learning.

The instructional video can later be video recordings learning activities recorded and displayed in the form of video or animation in the form relating to the material being taught. Because of its video, then he would flow like a movie. There are no interlinking facilities in earlier films. Video material can come from your recordings as if they were taught in the lab, doing workshops, desktop recording with Camtasia (an application of desktop recorder for PC or laptop), or can also search from sites such as youtube.com video hosting social, teacherstube.com, metacafe.com, and so forth.

As the subyek of the study, the Teacher will use the videos taken from site youtbe.com which is relevant with the material that will be tought

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[19] Marie Bijnens, Mathy Vanbuel, Soetkin Verstegen and Clive Young, *Handbook on Digital Video and Audio in Education*, Published by The VideoAktiv Project http://www.videoaktiv.org/, p. 71-72

toward the fourth grade students. Some of That video will show about the colors, numbers and part of human body.

2. **The strange of video in teaching vocabulary**

There are an endless number of ways to exploit video in order to create motivating, memorable and inclusive learning experiences. However, watching a video can also be a passive experience and so teaching methods must be used which instead turn it into a springboard for student action and interaction.

Before deciding to use video for teaching purposes, it is vital to watch all the material to be shown to students beforehand, just in case there is any unnecessary or unsuitable content. It may also be helpful to look through lesson plans from other institutions for ideas on how video has been used effectively to illustrate specific topics.

3. **The procedure of using video in teaching vocabulary**

Videos can be used in many ways other than just one student at a computer. They should also be used as a "shared experience" and an in class teaching aide. Teachers will play video in the classroom and share it, as he would a book or any print item.

The teacher will pause, rewind and fast forward the video. he will use it as a tool for reference of language and study points.

Generally video activities are divided into 3 main types or stages:

- Pre-viewing: Activities done before watching the video. They help prompt student schema and background knowledge. Often a way for the teacher to assess student knowledge and interest.

- Viewing: Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video.

- Post Viewing: After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, roleplay or complete exercises during this stage.

The following are the procedures of teaching vocabulary using video as a media;

1) Keep the Video Short (2-4 minutes) - attention spans are limited when watching visual content. Chunk up and divide up videos with focused activities.

2) Watch the whole video first. - students need to "have a try" first and watch to get the "big picture". This provides students with the chance to deal with the "ambiguity" of language. Give students one simple task while watching the whole video – to keep them focused.

3) Always preview the video. - Be sure to watch the whole video yourself before using it in class. You never know what content might be inappropriate or hurtful to your students. You, the teacher, know your students best. Best to be safe!

4) Make it available outside the classroom. - provide students with a webpage or link so they can watch the video and practice outside of classroom time. Many students learn better independently and this is a great opportunity to foster student independence.

5) Use videos your students want. - this may seem obvious but many teachers forget to survey their students and show video content they definitely know their students will be "into". However, use your best judgement and find a balance between videos that highly motivate and those that are strongly educational. Many times you can do both![20]

The following are the process of using video in teaching vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya.

1) The teacher prepares some video on the computer or laptop that will be taught.

2) As warming up, the teacher asks the students to mention the names of objects that they know in the first language.

3) The teacher shows a Video to the class by closing the written word with piece of paper.

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[20] English Central School and Teacher, *Using Video In The Classroom*, http://ddeubel.edublogs. org/ files/2011/06/Using_Video_In_The_Classroom-20mn397.pdf, Accessed on 19th November 2015. P.2

4) After getting the right answer, the teacher says the object in English and asks the students to repeat after several times to make be sure that they can say it in a correct pronunciation.

5) The teacher opens the paper, which covers the written word and asks them to say the word once again. The teacher asks them to write the word on their books.

6) After finishing in playing video, the teacher asks the students to close their books and one of them comes forward to clean the whiteboard.

7) The teacher continuing the video. student one by one randomly will come forwad to write the vocabulary from video shown that they remember. The students have to mention the name of the vocab thet they are writen in English with correct pronunciation.

**E. Teaching Vocabulary at Elementary School**

Teaching is process of communication. It has to be created through the way of teaching the message or information by every teacher and student. The message can be knowledge, skill, ideas, experiences, and many others.

Learning process is a kind of communication, because it is an activity of transferring the message from the resources of the knowledge by using certain

instructional media to the leaner. Media were several of tools which were used by teacher to transmit ideas to student. Media is the medium or appliance able to be used to get communications more fluency and can in the form of software or hardware.

Teaching vocabulary for elementary school can be used in class or as a self study book. It is intended to take learners from a very basic level of vocabulary to a level where they can use around 2,000 words and phrases. The vocabulary has been chosen for its usefulness in everyday situations, and the authors consulted a written and spoken corpus of present-day English to help them decide on the words and phrases to be included. Some traditional ones such gap-filling, but also more open –ended ones and personilised activities which enable learners to talk about their own lives. Although the activities an exercises are designed for slef-study, they can be easily adapted for fair work, group-work or whole –class activities in the usual way. The key sometimes gives alterntive answers to the exercises, and also usually gives possible model answers for the more personalised ones.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words an phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three  months after first working on a unit. This is important, since it is usually the case that a learner needs five to seven

exposures to a word or phrase before they can realy know it, and no single book can do enough to ensure that words are always learnt first time.[21]

## 1. The Principle of Teaching Vocabulary

There is no "right" or "best" way to teach vocabulary. The best practice in any situation will depend on the type of student being taught, the words targeted, the school system and curriculum, and many other factors. A number of principles, however, should be considered when developing a vocabulary component to a language course, some of which I'll outline here.

a. How Many Words and Which Words to Teach

Research shows that learners need to know approximately 98 percent of the words in written or spoken discourse in order to understand it well. Reaching this percentage of coverage in written texts takes about 8.000–9.000 word families. The spoken mode requires slightly fewer word families, about 5.000 − 7.000. A word family consists of the root (stimulate), its inflections (stimulates, stimulated, stimulating), and its derivatives (stimulation, stimulative). Thus, each word family will have several members. For example, 6.000 word families equals about 28.000 individual words, and 8.000 families equals about 35.000 words.[22]

b. Explicit Teaching

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[21] Michael Mc Carthy and Felicity O`Dell, *English Vocabulary in Use Elementary,* England: Erlangga, 2000, P.5.

[22] I.S.P Nation, *The Canadian Modern Language Review: How Large a Vocabulary is Needed for Reading and Listening, 2006. p.59*

A number of principles for the explicit teaching of vocabulary have been suggested, such as the following:

- Build a large sight vocabulary.

- Integrate new words with old.

- Provide numerous encounters with a word.

- Promote a deep level of processing.

- Make new words "real" by connecting them to the student's world in some way.

- Encourage independent learning strategies.

- Diagnose which of the most frequent words learners need to study.

- Provide opportunities for elaborating word knowledge.

- Provide opportunities for developing fluency with known vocabulary.

- Examine different types of dictionaries, and teach students how to use them.

## 2. The Problem of Teaching Vocabulary

The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. This limitation also applies to incidental learning from listening or reading, but it is much easier to arrange for large amounts of independent listening and reading than it is to arrange for large amounts of teaching. Teaching can effectively deal with only a small amount of information

about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it.[23]

One would think that the problem of teaching word meanings is a simple one, just determine what words need to be learned and teach them to children as efficiently as possible. There are, however, four problems with this approach:

a. The sheer number of words that children need to learn so as to understand and use with proficiency both oral and written language.

b. The gap in levels of word knowledge among children.

c. The gap in levels of word knowledge begins even before children enter school.

d. Traditional vocabulary instruction does not teach children word-learning strategies and how to appreciate words.[24]

Based on the theoritical basis above, the writer has found and explained what is the problem of teaching vocabulary using video media by the teacher of the fourth-grade students of MI Al-Jihad Palangkaraya. the discussion has writen in the other chapter of this study.

## F. Previous Studies

The writer reviews some related previous studies before conducting the study. These previous studies give a view about the issues that are discussed in the study.

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[23] Paul Nation, www.asian-efl-journal.com/sept_05_pn.pdf, accessed on Wednesday, October 21th, 2015.

[24] Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice,* London: Lawrence Erlbaum Associates, 2005, p. 96.

First, related to this study, the writer took a thesis written by Rahayu as one of previous of the study. In her study, she analyzed to measure the effect of audio visual aid to the students 'score in telling time which is applied toward the fourth grade students of elementary school.[25]

Rahayu's study will different with the writer study. She conducted the research to know whether video compact disc as an audio-visual effective or not used to improve students' listening score in telling time. In this study the writer will conduct the research to describe the use of audio-visual media in teaching vocabulary. To get the result of the study, she used experiment quantitative to investigate the problems of the study, while in this study the writer will use descriptive qualitative.

Second, related to this study, the writer found the previous study about audio-visual aid. This study was written by Mayasyarah, one of the English students of the State Islamic College of Palangka Raya. Mayasyarah analyzed the effect of video compact disc toward the students' listening comprehension score of the tenth-grade students at senior high school.

The result of Mayasarah's study showed there was significant different between using video compact disc and without using video compact disc toward the students' listening comprehension score of the tenth grade students at senior high school. Mayasyarah's study indicated that the alternative

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[25] Sri Rahayu, *The Effect of Audio-visual Aid on the Students' Score in Telling Time of the Fourth Grade Students at MIN Model of Palangka Raya,* Thesis, Palangka Raya: STAIN Palangka Raya, 2010.

hypothesis (Ha) stated that video compact disc gave effect toward the students' listening comprehension score.[26]

The writer was interested to conduct the new study to measure the use of video as audio-visual media in teaching vocabulary at the fourth-grade student of elementary school. However, Mayasarah's study and writer's study has some differences with in some aspect such as the using of kind of media and the English skill to be explored. As for the writer's study in the use of audio-visual as a media in teaching vocabulary, in the case of Mayasyarah's study in the effect of audio-visual aid toward the students' score.

Third the writer took to the study that created by Ni'mah. Her study described kinds of media that was used by English teacher at senior high school, how teacher used the media in teaching English, the benefit of using media and the weakness of using it. This study used qualitative design. The subject of study was one English teacher of second grade at senior high school. The data were obtained trough observation and interview. The results of this study showed that the teacher used several of teaching media they are visual media consist of: whiteboard, real object, overhead projector and text book. Audio media consist of: radio, tape recorder and language laboratory. Audio-visual media consist of: VCD player, television and Computer/ internet. The teacher used appropriate media for teaching in each English skill.[27]

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[26] Mayasarah, *The effectiveness of Video Compact Disc as an Audio Visual toward the Students' listening Comprehension score of the Tenth Grade Students an MAN Modelof Palangka Raya,* Thesis, Palangka Raya: STAIN Palangka Raya, 2009.

[27] Yuniani Miftahul Ni'mah, *A Study of Using Media in Teaching English at SMU 3 Madiun,* Thesis, Malang: University of Muhammadiyah Malang, 2007.

This study has different with Ni'mah's study above because of this study more specifically than Ni'mah's about the media used. Ni'mah's study describes about general of the media and the writer describes about a kind of its media.