CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Vocabulary Mastery

Vocabulary is knowledge of the meaning of words. Therefore, a vocabulary test aims to determine whether the learners can match each word with a synonym, a dictionary tape definition, or an equivalent word in their language. In learning vocabulary, they have to know the meaning of words themselves and can use it in sentences automatically.

Mastery of vocabulary means being able to understand words and their meanings. Nation, quoted in Schmitt, proposes the following list of the different kinds of knowledge that a person must master in order to know a word. They include:[1]

1) Definition of the word;
2) Written and oral form;
3) Grammatical behavior;
4) Collocation;
5) Grammatical and etymological connotation;
6) Frequency of use.

Furthermore, as stated by Nation quoted in Turnip et al., there is a specific part purposefully reserved for vocabulary acquisition, which is as follows:[2] 1) Concentrate on the most practical vocabulary. Initially, there are terms that have several applications. Others are far more specialized. For instance. The word "help" can be used to describe how individuals collaborate with one another, to request assistance, and to explain how resources such as information, materials, and equipment can facilitate work. Students receive the outcomes they require for their study efforts when the most useful vocabulary is taught before the

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[1] Nobert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000).19.

[2] Merry Christina Turnip, Linus Rumapea, and Anna Stasya Prima Sari, "Improving Students' Vocabulary Mastery By Using Pictures Media To the Seventh Grade Students of Smp Negeri 21 Medan," *Kairos English Language Teaching Journal* 1, no. 3 (2020): 103–16, https://doi.org/10.54367/kairos.v1i3.716.

less useful terminology. Whether they use language in official or informal contexts, language learners acquire the most useful vocabulary. 2) Pay appropriate attention to vocabulary. What terms to teach and learn is the focus of the first principle. This principle examines the best ways to teach and learn them. 3) Throughout the four courses, keep an eye out for words with high frequency. There must be high-frequency vocabulary in each of the four-course sets. It needs to be given conscious thought during the teaching and learning process, fulfilled, and applied to the reading, writing, speaking, and listening of messages. Fluency in high-frequency vocabulary is necessary for both productive and receptive usage. 4) Motivating pupils to think critically and take ownership of their education.

English language learners need to be proficient in vocabulary. The goal is to improve not just writing but also speaking, listening, reading, and writing skills. In other words, mastering vocabulary is crucial to mastering the four fundamental English language skills. In terms of instructing and acquiring these four competencies, studying English vocabulary is essential to mastering each language. Without vocabulary, it is impossible to acquire a language; students must study, present, and explain vocabulary as well as incorporate it into all language learning activities.

As for Collins, he says that mastering a vocabulary is the ability to fully comprehend a list or collection of terms that make up the language that is used by people, organizations, or in one's line of work.3 In light of this, vocabulary plays a crucial role in daily human communication. The same is true whether learning English as a second language at the primary, intermediate, or advanced levels; understanding vocabulary is crucial. Since they have a large vocabulary despite having poor grammar, which will improve their English proficiency.

One of the most crucial parts of learning a language is expanding one's vocabulary. They cannot comprehend the language since the four language abilities necessitate word

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3 Randall Collins, *The Credential Society: An History Socialogy of Education and Stratification* (New York: Academic Press, 1979).97.

knowledge. Therefore, students' language skills improve with increasing vocabulary mastery. In order to communicate meaning through receptive (reading and listening) and productive (speaking and writing) abilities, vocabulary is required. This is thought to be required in order for English language learners to see a significant growth in vocabulary.

2. Method of Teaching Vocabulary

Every time we interact with someone who speaks a language other than our own, we have to acquire vocabulary. The majority of students believe that acquiring vocabulary is a tedious task, which is one of the numerous issues that face language learning in practice. As a result, it is the responsibility of the teacher to continuously seek out new and exciting strategies to enhance vocabulary development. For this reason, teachers must use appropriate strategies or methods in teaching. Susanto stated that learning vocabulary is an important part of learning foreign languages.[4] The meaning of new words is very often emphasized based on the meaning of the word, not just remembering it in the form of a word. Therefore, the method used by the teacher must allow for facilitating practical experience for students who need the four language skills.

According to Isola Rajagopalan, teaching is either a science or an art. As an artistic endeavor, it highlights the creative and inventive powers of the educator in crafting practical scenarios within the classroom. In the meantime, as a science, it is a series of rational, technical, or methodical procedures that have to be followed in order to accomplish objectives successfully.[5] Due to their inability to comprehend the meaning of foreign words that arise during vocabulary study, many students struggle to comprehend what reading means. Having an impact on students' understanding, teaching vocabulary must be rich, intensive,

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[4] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182, https://doi.org/10.22216/jk.v1i2.2136.

[5] Isola Rajagopalan, "The Concept of Teaching," *Journal of Philosophy of Education* 7, no. 1 (1973): 7–38, https://doi.org/10.1111/j.1467-9752.1973.tb00470.x.

and interesting. Teachers are required to make the learning process more innovative, which can help students learn optimally both self-taught and in the classroom. Therefore, good vocabulary mastery can be achieved by using appropriate methods and techniques in learning.[6]

Gairns and Redman, as quoted in Uberman, suggest the following types of vocabulary presentation methods:[7]

1. Visual methods

   This method is related to visual memory, which is considered specifically to help vocabulary mastery. As for Zebrowska in Kamil, it was revealed that students remembered more about the material conveyed through visual aids.[8] This technique of using visuals is suitable for conveying concrete objects from the noun vocabulary because it is considered to be able to help students associate the material presented with the meaning of the vocabulary they can put into it. System values their language.

2. Verbal explanation

   In this oral explanation method, it is related to the use of situational illustrations, synonyms, opposites, scales, definitions, and categories.

3. Use of dictionaries

   Another way to find the meaning of foreign terms is to use a dictionary. Students can make use of bilingual, monolingual, illustrated, and other types of dictionaries. Therefore, using this method is one of the student focused learning activities.

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[6] Widya Widya, Tiarma Ika Yuliana, and Yulia Sofiani, "Pengajaran Kosakata Bahasa Inggris Dengan Media Realia Dan Flash Card," *Jurnal PkM Pengabdian Kepada Masyarakat* 1, no. 01 (2018): 39, https://doi.org/10.30998/jurnalpkm.v1i01.2359.

[7] Agnieszka. Uberman, "The Use of Games for Vocabulary Presentation and Revision," *Forum Online* 36 (1994).

[8] Asst. Prof. Dr. Sundus AJ. Kamil, "Investigating Strategies Developed by University Students in Learning English Vocabulary," *Alustath Journal for Human and Social Sciences* 61, no. 4 (2022): 410–21, https://doi.org/10.36473/ujhss.v61i4.1870.

Another method is also defined by Nagaraj, who states that the methods that teachers can use in class are:[9]

1. Realia/object.

   Objects that are in the classroom or brought from outside the classroom can be used to teach vocabulary. This method of learning is very effective at the elementary level. For example, a bag, pencil, table, chalk, etc.

2. Pictures.

   Another effective way for students to learn vocabulary is to use pictures. Pictures can be used to teach vocabulary orally. Later, students are asked to match words with pictures. For example, using a picture of a bicycle, words related to the bicycle, such as handlebars, chain, wheel, spokes, fork, etc., can be taught.

3. Text.

   Are often the only resource a teacher has for teaching vocabulary. There are some interesting techniques for teaching vocabulary in an innovative way in the class.

4. Context.

   Vocabulary teaching is more meaningful when done in a contextual way. A word is considered to be able to get its meaning if it is also seen in context.

5. Vocabulary and Crosswords Game.

   To expand your vocabulary, you can use this crossword game. To complete the assignment, students must consider and try to complete all the words they know. If they can't guess, they can check the answer by guessing.

   Vocabulary can be taught using a wide range of methods. However, in reality, it is very difficult to determine which way is best. Therefore, teachers must be able to engage students and motivate them to learn by using the most appropriate media to improve vocabulary skills.

3. Traditional Method

   a. Definition of Traditional Method

   Wardanita as cited in Fauzan et al. said that conventional, traditional, or partial learning is a type of learning that divides learning material into small parts

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[9] Geeta Nagaraj, *English Language Teaching Approaches Method Techniques* (India: Orion Printers Private Limited, 1996).169.

and presents the material separately from one material to another, such as between phonemes, morphemes, words, and sentence. Learning material stands alone as a field of knowledge with an assessment system, and in this learning process, the teacher is the one who dominates. [10]

The traditional method of learning vocabulary is usually done by the teacher providing a list of vocabulary on the blackboard, then asking students to memorize and record it in their respective books. Students tend to focus on learning to memorize and exercising in the text. Meanwhile, According to Mediha, teachers most frequently use the traditional method in language classes, which involves teaching from word lists and utilizing dictionaries.[11]

  b. Characteristics of Traditional Methods
- a) Students are treated as passive information recipients and learning objects.
- b) Students learn more individually by receiving, recording, and memorizing subject matter.
- c) Theoretical
- d) Ability is acquired through exercise.
- e) The final goal is a value or number.
- f) The teacher is the determinant of the course of the learning process.
- g) Learning only happens in the classroom.
- h) Learning success is usually only measured by test.

  c. Stages of Traditional Learning Methods

Traditional learning methods usually use everyday learning activities, which are generally still frequently used. Memorization and practice of reading the text are major focus areas in this learning method. In addition, the assessment still uses a paper and pencil test with the correct answers. Traditional learning methods usually start with an explanation of the material, practice, and

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[10] Fauzan and Fatkhul Arifin, "Hybrid Learning Sebagai Alternatif Model Pembelajaran," *Seminar Nasional Profesionalisme Guru Di Era Digital*, no. November 2017 (2017): 244–52.

[11] Mediha and Enisa, "A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom."

homework assignments. The traditional learning method has several stages:[12]

Table 2.1 Stage of Traditional Method

No	The Stages	The Explanation
1.	Exploration	- The teacher gives material to students. - Students pay attention to the teacher's explanation of the material. - Students are asked to understand, conclude, and memorize the material that has been taught.
2.	Elaboration	- The teacher gives Q&A to students based on the material that has been taught. - Students are given assignments based on the information they hear.
3.	Confirmation	- The teacher confirms the results of the exploration and elaboration carried out by students by collecting examples of the material being taught. - The teacher provides material reinforcement. - The teacher provides opportunities for students to ask questions that are not clear.

d. The Advantages and Disadvantages of Traditional Methods

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[12] Evita Evita, Ahmad Syahid, and Nurdin Nurdin, "Understanding Students' Learning Outcomes Differences Through the Application of the Market Place Activity Type of Cooperative Learning Model and the Application of Conventional Learning Models," *International Journal of Contemporary Islamic Education* 1, no. 1 (2019): 77, https://doi.org/10.24239/ijcied.vol1.iss1.5.

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Every learning method applied in the classroom is certainly not perfect. However, each learning method has its advantages and disadvantages. The traditional method generally has advantages and disadvantages, as follows:[13]

a. Advantages of Traditional Method:
   1) Teacher can easily lead the class.
   2) It makes it easy to arrange chairs or classes.
   3) Can be followed by a many students.
   4) Easy to set up and implement.
   5) Teachers can more easily explain lessons.

b. Disadvantages of Traditional Method:
   1) Verbalism is easy.
   2) Facilitate auditory learners but not visual learners.
   3) Class will seem more boring.
   4) It is difficult for the teacher to know for sure how much students understand the lesson being conveyed.

4. Audiovisual Method

a. Definition of Audiovisual Method

The audiovisual method is a way of presenting learning material using teaching tools or media that involve hearing and sight as well as an activity or learning process. Meanwhile, according to Sanaky, cited in Fathonah et al., defines audio-visual media as those that can convey messages or information by concurrently displaying visual and audio elements.[14] This method makes use of technology to enhance the teaching and learning process, including computers, televisions, language labs, and other resources.

Meanwhile, Themistoklis Semenderialis says that the usage of audio-visual materials by teachers and students is crucial to the educational process.[15] Due to the nature of audio-visual and sound-images, audio-

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[13] Evita, Syahid, and Nurdin. 78

[14] Fathonah, Wahyuningsih, and Syamsuddin, "Efektivitas Media Audio Visual Terhadap Kecerdasan Visual Spasial Anak Usia 5-6 Tahun."

[15] Joni Purwono, Sri Yatmini, and Sri Anitah, "Penggunaan Media Audio-Visual Pada Mata Pelajaran Ilmu Pengetahuan Alam Di Sekolah Menengah Pertama Negeri 1 Pacitan.," *Jurnal Teknologi Pendidikan Dan Pembelajaran.* 2, no. 2 (2014): 127–44.

visual media stimulates students greatly. In addition, it improves the learning environment, stimulates experimental research and discovery, and motivates students to have conversations regarding their ideas.

Therefore, It may be said that the audio-visual method is a means of teaching through audio and visual materials and that audio-visual materials themselves are a type of infrastructure or facility whose use in conjunction with sight and sound aids in the accomplishment of learning objectives. Because it contains both visual and audio media, this kind of media is better. There are two parts to this medium:[16]

1. Audiovisual silence, namely media that displays sound and still images such as sound slides, sound films, and books and sounds.
2. Audiovisual motion, which refers to media like television, sound films, and video cassettes that may show both moving images and aural components.

Sujono explained that audio-visual media can be in the form of:[17]

1. Film and Video

Film and video are two types of audio-visual media. Videos and films can impart knowledge, clarify procedures, elucidate difficult ideas, impart skills, compress or expand time, and shape attitudes. Compared to other media, film and video have the following advantages:

1) The recipient of the message will get a response that is clearer and not easily forgotten because seeing and hearing can be combined into one.
2) Can transcend temporal and spatial constraints.
3) Can enjoy events for a long time during a particular process or event.

2. Television

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[16] Maswan and Khoirul Muslimin, *Teknologi Pendidikan Penerapan Pembelajaran Yang Sistematis* (Yogyakarta: Pustaka Belajar, 2017).131.

[17] H. Sujono AR, "Mengembangkan Penggunaan Media Pembelajaran Audio Visual Dalam Meningkatkan Motivasi Belajar Siswa," *Ta'dib: Jurnal Pendidikan Islam Dan Isu-Isu Sosial* 20, no. 1 (2022): 30–31, https://doi.org/10.37216/tadib.v20i1.538.

A television is an electrical device that uses space or cable to send both live and still images and sound. In addition, television is one of the media for delivering audio-visual learning messages accompanied by motion elements. Television is not only used as a medium of entertainment, but also as a learning medium. With television, students become aware of current events.

b. Characteristics of Audiovisual Methods

Learning media can be grouped according to the characteristics or characteristics possessed by the learning media. The characteristics of audio-visual media, according to Azhar in Sujono's research, are:[18]

a) Usually linear
b) Present dynamic visuals
c) Used in the manner predetermined by the material designer
d) Is a physical reference to a real idea or an abstract idea
e) Developed according to the principles of behaviorism and cognitive psychology
f) Generally, they are teacher-oriented with a low level of interactive involvement of students

c. Audiovisual Method

The audiovisual tools that will be used already have more than adequate skills in their use. When using it, pay attention to the following:[19]

Table 2.2 Stage of Audiovisual Method

No	The Stages	The Explanation
1.	Preparation	Learn the purpose, prepare the lesson, choose the right tool, practice using the tool, and check the place
2.	Presentation	Preparing a preface, attracting attention, stating goals, using tools, and seeking quality

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[18] H. Sujono AR, 30

[19] Amir Hamzah Suleiman, *Media Audio Visual Untuk Pengajaran Penerangan Dan Penyuluhan* (Jakarta: Gramedia, 1999).24.

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		appearance
3.	Application	Practice, questions, tests, and discussions
4.	Continuation	The lessons that have been delivered must be repeated

d. The Advantages and Disadvantages of Audiovisual Method

Atoel stated in Purwono et al. that audiovisual media has several advantages or uses, including:[20]

1. To keep messages not too verbal (with written and spoken words).
2. Overcoming space, time, and sensory power limitations, such as replacing oversized objects with reality, images, film frames, models, or movies.
3. Audio visual media can play a role in tutorial learning
4. It can help overcome students' passivity and encourage them to learn.

The disadvantages of audiovisual method are:

1. Procurement is expensive
2. It depends on electrical energy, so it cannot be turned on everywhere.
3. The nature of communication is unidirectional, so it cannot provide opportunities for feedback.

B. Review of Previous Studies

The previous study is useful to find out previous studies that are relevant to my research study entitled "The Comparative Effectiveness of Using Traditional and Audiovisual Method to Improve Vocabulary Mastery of EFL Students in the Islamic Junior High School of Kudus". Some previous studies that will be useful for my study. Among other are:

1. The Research in 2013 by Narin Mediha and Mede Enisa endtitled 'A comparative study on the effectiveness of using traditional and contextualized methods for enchancing learners' vocabulary knowledge in an EFL

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[20] Purwono, Yatmini, and Anitah, "Penggunaan Media Audio-Visual Pada Mata Pelajaran Ilmu Pengetahuan Alam Di Sekolah Menengah Pertama Negeri 1 Pacitan."

classroom".[21] This study aims to compare traditional and contextual methods in terms of their effectiveness in learning vocabulary. Researchers use quantitative methods in their research. Meanwhile, according to the results analyzed statistically, it shows that teaching vocabulary using contextual methods is more effective than using traditional methods. From the research conducted by Narin and Mede, there are similarities between the researchers, namely having the same goal, which is to increase students' vocabulary, and also comparing traditional methods with other methods. While the difference is that their research compares traditional methods with contextual methods, this research compares traditional methods with audiovisual methods in increasing student vocabulary, and there are also differences in the level and place of research.

2. The Research in 2010 by Ferit Kilickaya and Jaroslaw Krajka with the title "Comparative Usefullnes of online and Traditional Vocabulary Learning".[22] Thusefullnes of online vocabulary instruction is compared totraditional techniques in upper-secondary academic English classes in this study. The students were divided into two groups for this quantitative research study: the control group, who used notebooks or vocabulary cards to practice language in ten readings, and the experimental group, who used WorkChamp to practice the same vocabulary. The findings demonstrated that students in the experimental group fared better than those in the control group and that they were able to retain vocabulary taught online more effectively than they did in a traditional setting. There are similarities and differences between the research conducted by Ferit and Jaroslaw and this research, namely that this research is the same in examining traditional methods in learning vocabulary, and in their research both use quantitative methods. The

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[21] Mediha and Enisa, "A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom."3447.

[22] Kiliçkaya and Krajka, "Comparative Usefulness of Online and Traditional Vocabulary Learning."55.

difference in this study is that it compares vocabulary mastery using traditional and online methods. But this study compares traditional methods with audiovisual methods. And the difference can also be seen in the subject and location of the study. In Ferit and Jaroslaw's research, the research subjects were high school students, and the research location was in Turkey. While the research subjects carried out by researchers were junior high school students, their location was Kudus, Indonesia.

3. The Research in 2022 by Gholamreza Delavari Khalifehkari and Abbas Pourhosein Gilakjani, entitled "A Comparative Study of computer-assisted language learning (CALL) and Conventional Methods of instruction on intermediate EFL learners' vocabulary learning".[23] The purpose of this study is to examine how CALL affects intermediate-level EFL students and to contrast it with traditional teaching methods. Using a quasi-experimental approach, eighty students were randomly assigned to the experimental and control groups after being chosen based on their performance on the Oxford Placement Test (OPT). The research results show that CALL learning improves vocabulary better than conventional learning methods. The results showed that the experimental group was better than the control group. There are similarities and differences between this researcher's research and that of Gholamreza and Abbas. The similarity of this study is that it has the same goal of increasing students' vocabulary and also compares traditional methods with other methods. As for the differences, Gholamreza and Abbas' research investigated the comparative effect of CALL with traditional methods in increasing the vocabulary of intermediate EFL learners, but this study compared traditional methods with audiovisual methods in

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[23] Khalifehkari and Gilakjani, "A Comparative Study of Computer-Assisted Language Learning (CALL) and Conventional Methods of Intruction on Intermediate EFL Learners' Vocabulary Learning."95.

increasing students' vocabulary. In addition, there are also differences in the place of research.

4. The Research in 2010 by Ghasem Barani, Omid Mazandari and Seyyed Hassan Seyyed Rezaie, with the title "The Effect of application of picture into picture audio- visual aids on vocabulary learning of young Iranian EFL learners".[24] The purpose of this study was to examine the effect of picture-to-picture audio-visual aids on the vocabulary learning of young Iranian EFL students. Researchers use quantitative research. The results obtained by the researchers showed that picture-to-picture audio-visual aids had a significant effect on vocabulary learning among young Iranian EFL students. There are similarities and differences between the research from Ghasem et al and this study. The similarity of this research is that they both learn about increasing vocabulary using audio-visuals. While the research of Ghasem et al. tested the effect of using audiovisual alone in increasing vocabulary, this study compared the use of two methods, namely the traditional method and audiovisual, in increasing students' vocabulary.

5. The Research in 2014 by Betul Bal-Gazegin, entitled "An Investigation of Using Video Vs. Audio for Teaching Vocabulary".[25] This study aims to examine the effectiveness of using Video vs. audio in teaching vocabulary. This study used qualitative and quantitative methods with data obtained through experiments and interview transcripts, and then statistical data analysis methods were applied to analyze the test results. The results of this study indicate that the use of video can improve vocabulary learning compared to the use of only audio material. There are similarities and differences between Betul's research and this study. The similarities are the same when examining the comparison of the use of audio-visuals in teaching vocabulary. The difference is

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[24] Barani, Mazandarani, and Rezaie, "The Effect of Application of Picture into Picture Audio- Visual Aids on Vocabulary Learning of Young Iranian ELF Learners."5362.

[25] Bal-Gezegin, "An Investigation of Using Video vs. Audio for Teaching Vocabulary."450.

that Betul's research examines the comparison of the use of video and audio in vocabulary learning, while this study examines the comparison of the use of traditional and audiovisual methods in vocabulary learning. In addition, there are also differences in the level and place of research.

6. The Research in 2022 by Ananda Krismonita A and Yon A. E, with the title "The Effects of Students Vocabulary by Using Audio Visual Media at University of Esa Unggul".[26] This experimental research involved 40 Esa Unggul University students. This research aims to find out how the use of audio-visual media affects students' learning development compared to students who do not use audio-visual media. Data was obtained through pretest and posttest. The research showed that learning through audio-visual media influenced students' vocabulary learning abilities. From the research conducted by Ananda and Yon, there are similarities between the researchers, namely having the same goal of examining the effect of audio-visual on increasing student vocabulary. Meanwhile, the difference is that their research examines the effect of using audiovisual alone in increasing vocabulary, but this study examines the comparison of the use of traditional and audiovisual methods in increasing student vocabulary

7. The Research in 2013 by Rudi Hartono, with the title "The Use of Audiovisual Media to Increase The Students' Vocabulary: A Case of The Tenth Grade Students of SMA N 1 Cepiring Kendal".[27] This research is related to teaching vocabulary by using audio-visual media. The goal of this study was to determine the vocabulary of students who received instruction via audiovisual aids vs those who did not, as well as any noteworthy differences. The control class and the experimental class were the two classes that the

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[26] Krismonita A and A.E, "The Effect of Students Vocabulary by Using Audio Visual Media at University of Esa Unggul."457.

[27] Hartono, "The Use of Audio Visual Media to Increase The Students' Vocabulary."91.

researchers used as research participants in this investigation. In order to collect data, this study also used exams that included a pretest and a posttest. The findings demonstrated a substantial difference in learning outcomes between students who received instruction through audio-visual aids and those who did not. Furthermore, the outcomes demonstrate that using audio-visual materials to improve students' vocabulary is beneficial. There are similarities and differences between Rudi's research and this research. The similarity of this research is that it examines the same effect of using audio-visuals on increasing students' vocabulary. While the difference in this study is that Rudi's research only examines the effect of audiovisuals on increasing student vocabulary, However, this study compares traditional methods with audiovisual met[28]hods for increasing student vocabulary. And the difference can also be seen in the subject and location of the study. In Rudi's research, the research subjects were high school students, and the research location was in Kendal. While the research subjects carried out by researchers were MTS students and their location in Kudus.
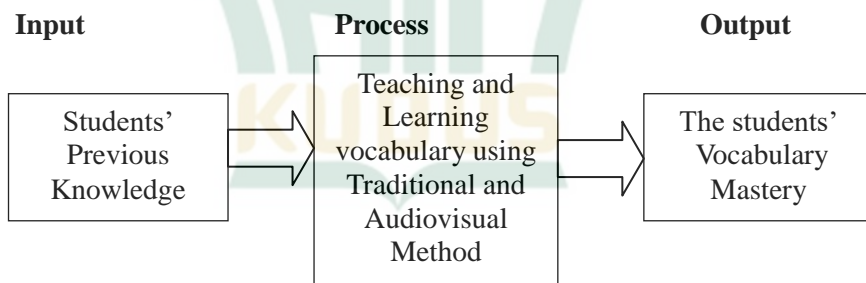
C. Theoretical Framework

This research adopts quantitative research and takes place in one of the Islamic Junior high schools in Kudus. The purpose of this study was to compare the effectiveness of traditional and audio-visual methods in increasing students' vocabulary mastery. Regarding the traditional method, in the school that the researcher examined, the learning process still uses traditional methods, which are characterized by a teacher-centered vocabulary learning process, in which the teacher gives a list of vocabulary to students and 26tudentts record and memorize it, or the teacher then provides questions related to the given vocabulary to strengthen the vocabulary that has been obtained.

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[28] Krismonita A and A.E, "The Effect of Students Vocabulary by Using Audio Visual Media at University of Esa Unggul."

As for the audio-visual method, researchers will apply learning in the form of presenting learning materials using media that can display image (visual) and sound (audio) elements simultaneously in vocabulary learning. In learning to use audio-visual media, the learning process involves showing pictures and listening to the pronunciation of English vocabulary through films and videos. So that it can be expected to reach the target, namely that students actively participate and be able to recite and understand vocabulary.

Based on the explanation above, the researcher is interested in comparing the use of traditional methods and audio-visual methods in improving students' vocabulary mastery. By splitting the study into two experimental classes and one control class, the experimental research method was used to conduct the study. Two types of experimental classes are offered: one that is taught by traditional means, and the other that is taught through audiovisual methods. In order to determine the significance of each method's outcomes, each experimental class will be compared to the control class, or classes that receive no treatment. Next, the study will be represented on the following idea map:

Table 2.3
Theoretical Framework

Input	Process	Output
Students' Previous Knowledge	Teaching and Learning vocabulary using Traditional and Audiovisual Method	The students' Vocabulary Mastery

These three diagrams will be explained as follows:

Input   : Refers to vocabulary materials, which will be practiced in the classroom.

Process   : The implementation of the input variable in the classroom activities both teaching and learning vocabulary by using traditional and audiovisual method.

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Output   : Students improvement in learning vocabulary by using traditional and audiovisual method.

D. Hypothesis

Based on the framework of thinking that has been described, the researcher proposes the following hypothesis:

1. There is a difference in students' vocabulary mastery between the experimental class using the audio-visual method and the control class without using the audio-visual method.
2. There is no difference in students' vocabulary mastery between the experimental class using the traditional method and the control class without using the traditional method.
3. There is a significant difference in students' vocabulary mastery between experimental classes using audiovisual methods and experimental classes using traditional methods.