CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of the study, objective of the study, hypothesis, significance of the study, scope and limitation and the last is the definition of the key term.

A.   Background of the Study

Vocabulary is one of the English components. Vocabulary mastery is a key element of foreign language learning. In learning a foreign language, vocabulary has an important effect on reading, writing, speaking, and listening skills. In reading, learners are able to comprehend the main ideas and content of the text more rapidly if they have good mastery of vocabulary. In writing, good mastery vocabulary helps learners to produce good sentences using correct grammar. In listening and speaking, learners' adequate mastery of vocabulary will enable them to make sentences to transfer ideas during communication, and so they can understand ideas from others.

Based on the ideas above and the researcher internship experience in MTsN 9 Nganjuk, the students got confused and felt afraid about vocabulary mastery because they did not understand about English language. Another reason is that they were afraid to make mistakes in speaking English. It means that students' is needed to improve their vocabulary mastery. To understanding and mastering on vocabulary, there are many methods that can be applied to teach vocabulary for students. Teachers need an alternative method to teach vocabulary mastery that is called Project-Based Learning.

In teaching vocabulary, there are several problems that teachers can face, including lack of student motivation to learn new vocabulary, lack of variety in the vocabulary teaching methods used, no connection between the vocabulary taught and students' daily lives, lack of practice in using new vocabulary in everyday situations, and no emphasis on correct pronunciation and intonation in vocabulary teaching.

Teaching vocabulary is a learning process that focuses on recognising and understanding vocabulary in English. This includes introducing new vocabulary, understanding the meaning of words, using words in sentences, and pronouncing words correctly. Teaching vocabulary is very important in English language learning because vocabulary is one of the important components in English speaking, reading and writing skills.

According to Klein, et al. (2009), referenced in Hosnan (2014, p. 319), project-based learning is an educational technique that gives students the freedom to research subject matter independently and convey what they have learned using a variety of presenting styles. The goal of project-based learning, according to Larmer & Mergendoller (2010, p. 135), is to give students the chance to synthesis information from diverse subject areas and apply it critically and creatively to a real-life problem. Students gain information via the process and are able to develop skills like teamwork, communication, and autonomous learning, preparing them for future change and lifetime learning.

Project-Based Learning provides activities that give the students to have a chance of improving their vocabulary mastery by learning some projects as the main activity, so the students can use an appropriate range and flexibility of vocabulary to deal with the topic to express ideas (Banchi & Bell, 2008, p.26). The researcher is going to implement Project-Based Learning in the vocabulary class. Therefore, the researcher writes this research to explain about the effect of using Project-Based Learning Method to teach vocabulary mastery. This aims to know that the Project-Based Learning method is effective or not to be applied in vocabulary's teaching and learning. The researcher also chooses MTsN 9 Nganjuk as a place of research. Based on that, the researcher gives the title of this research "The Effectiveness of Using Project-Based Learning Through Flash Card to Teach Vocabulary at Eighth Graders of MTsN 9 Nganjuk".

B.   Problem of the Study

To address the limitation of problems above, this research proposes the problems "Is there any significant difference on vocabulary mastery between students taught using Project-Based Learning Method through flash card and students taught using Direct Method?

C.   Objectives of the Study

In relation to the research statements mentioned above, the general objective of this study is to investigate whether there is any significant difference on vocabulary mastery between students taught using Project-Based Learning Method through flash card and students taught using Direct Method.

D.   Hypothesis

Based on the objective of the study, the researcher wants to know about the effect of Project-Based Learning strategy to teach vocabulary mastery at eighth graders of MTsN 9 Nganjuk. Thus, the researcher forms the hypothesis for this research. There are two hypothesis, they are H0 (Null Hypothesis) and Ha (Alternative Hypothesis). The description of the hypothesis as following:

H0   : There is no significant difference on vocabulary mastery between students taught using Project-Based Learning Method through flash card and students taught using Direct Method.

Ha   : There is significant difference on vocabulary mastery between students taught using Project-Based Learning Method through flash card and students taught using Direct Method.

E.   Significances of the Study

The researcher has some expectation of this research, the researcher expects this research can be done well by the researcher assisted by English teacher and the students of eighth graders in MTsN 9 Nganjuk.

1.   Theoretically significances

This research is expected can help other research who wants to conduct research about vocabulary mastery as a preference for their research.

2.   Practical significances

a.   English teacher

This research result can be used as resources by teachers in implementing Project-Based Learning strategy to teach vocabulary mastery which are expected to be a more interesting and innovative teaching and learning process. This research

may also help the teachers to use the Project-Based Learning method activities in their class as the alternative in teaching and learning vocabulary process. Also, the result of the research can be used as an input in the teaching learning process especially in developing vocabulary mastery.

b.   For the students

It is expected that this study result will help to improve their vocabulary mastery. The students can improve their vocabulary mastery using Project-Based Learning method and they can be motivated in increasing their vocabulary mastery. Hopefully, it will encourage the students of Junior High School can enjoy to learn vocabulary.

c.   Further researcher

The result of the research is expected to give reference to other researchers who want to conduct further research in vocabulary mastery. This research increase researcher's knowledge about the effect of Project-Based Learning method to teach vocabulary mastery. It can help researcher to know the strategies to teach vocabulary in the future. This research also offers the benefit for people who have great interest and concern toward English education at Junior High School. They will be aware of the Junior High School student's need for learning English. The result of this research will serve the information and data which are expected to increase the quality of the process of teaching and learning English.

F.   Scope and Limitation

Based on the background of the study and the identification problem of the study, the researcher limited the research to investigate of Project-Based Learning method through flash card in teaching vocabulary at eighth graders of MTsN 9 Nganjuk.

G.   Definition of the Key Terms

This part explains the meaning for the term which become the foundation of this research. It discusses the definition of vocabulary, teaching English, Project-Based Learning strategy, and direct method.

1.   Vocabulary

A vocabulary is a collection of words that a person has in a language. Vocabulary can be divided into different types, such as passive vocabulary (words that are known but rarely used) and active vocabulary (words that are often used in everyday conversation).

2.   Teaching Vocabulary

Teaching vocabulary is a learning process that focuses on recognising and understanding vocabulary in English. This includes introducing new vocabulary, understanding the meaning of words, using words in sentences, and pronouncing words correctly. Vocabulary teaching is very important in English language learning because vocabulary is one of the important components in English speaking, reading and writing skills.

3.   Project-Based Learning Method

The project-based learning method is a learning method that focuses on the

presentation of material through projects or tasks that actively involve students in the learning process. In this method, students are expected to develop critical, creative and collaborative thinking skills, as well as hands-on learning. Each project or task in project-based learning usually has a specific goal or outcome that needs to be achieved by the students in the project.

4.   Direct-Method

The Direct Method is a method of teaching English that focuses on the direct use of English in the learning process. In this method, the English teacher avoids using the students' native language. The aim of this method is to improve the ability of the students to speak, listen, read and write in English