CHAPTER II

LITERATURE REVIEW

This chapter discusses about the explanation some theories and definition foreach variable. It explains the theories and definition about vocabulary, teaching Vocabulary, Project-Based Learning Strategy, and Direct Method. The last part explains some previous studies related to this research.

A. Vocabulary

This part discusses about the definition of vocabulary and vocabulary learning strategies.

1. Definition Vocabulary

Vocabulary is a variety of words contained in a language that people know and use in both written and spoken languages. Vocabulary is very important to learn. This is because, vocabulary is the basic thing in English to be able to master other English skills. By having good basic vocabulary skills, students will be able to master English language skills, especially in productive skills such as writing and speaking which requires vocabulary skills in order to process writing or speech well (Lestari, 2015).

According to Nation & Newton (1997) vocabulary is knowledge of words and word meanings. Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words are used in the context. It is according to Miller & Gidea (1987) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word

efficiently and information it whilst it's far heard or visible in diverse contexts.

Building up a beneficial vocabulary is relevant to the getting to know a foreign language at number one level (Cameron, 2001). Someone who has quite a few vocabulary of foreign language, she/he ought to analyze language easily. Since vocabulary is all approximately words, and proper mastery of vocabulary allows a person recognize language. It is supported through Wallace (1982) who says that vocabulary is one of the maximum vital elements of languages, due to the fact while speak a language, the audio system want numerous words. Therefore, people can recognize what the speakers mean. When a learner intends to research foreign language, he/she has to research the vocabulary of the overseas language first.

Wallace (1982) mentions foremost motives approximately the significance of vocabulary.

1. Language exists in tow forms, spoken and written, both of them need vocabulary to develop the existence itself.

2. Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

Furthermore, Lehr & Osborn (2001) explain two kinds of vocabulary description as follows

First, words consist in two forms, oral and print.

1. Oral vocabulary includes the words that are recognized and used in listening and speaking.

2. Print vocabulary includes the words that are recognized and used in reading and writing.

Second, word knowledge consists of two forms, receptive and productive.

1. Receptive vocabulary includes words that are recognized when we hear or see them. It is the cappotential to recognize passive vocabulary that is utilized in studying and listening context.

2. Productive vocabulary includes words that are recognized when we speak or write. It is an active component which is used in speaking or writing.

Furthermore, understanding and know-how phrases suggest understanding their "form" (how they sounds, how they spelt, grammatical alternate that would be made to them), their "meaning" (their conceptual content, and how and how they relate to other words and in particular types of language use)(Cameron, 2001).

2. Vocabulary Learning Strategies

Schmitt (2000) mention that there are five strategies to learning vocabulary. There are determination strategy, social strategy, memory strategy, cognitive strategy, metacognitive strategy.

a. Determination Strategy

Determination strategy is an individual learning strategy. This strategy includes studying a part of speech, affixes, roots, and to be had images or gestures, the use of the which means from textual context, and the use of dictionaries of each bilingual and monolingual (Schmitt, 2000).

b. Social Strategy

Social strategy is referred to a strategy used by learners when they learn new words through interaction with others. Learners are allowed to get worried in

interplay with their friends and the approach assists them to analyze from every other, which include watching the classmates and asking the teacher instructor approximately phrase meanings and the semantics (Schmitt, 2000).

c.   Memory Strategy

Memory strategy is a type of strategy in which learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words. Memory strategy covers learning activities such as connecting word to a previous personal experience, associating the word with its coordinate, using semantic maps, imaging word forms, grouping words together to look at them, reading the spelling of a phrase, announcing new phrase aloud while reading and the use of bodily motion while getting to know a phrase (Schmitt, 2000).

d.   Cognitive Strategy

Cognitive strategy is a type of strategy that does not have interaction novices in intellectual processing; as a replacement its miles taken into consideration a mechanical means. It includes verbal repetition, written repetition, phrase list, placing English labels on bodily item and retaining vocabulary notebook. (Schmitt, 2000).

e.   Metacognitive Strategy

Metacognitive strategy is referred to as a strategy related to processes involved in monitoring, decision making, and evaluating of one's progress. This strategy includes using English language media (songs, movies, news, and some

others), using space of word practice, testing oneself with word tests, skipping or pass new word, continuing to look at new phrase over time (Schmitt, 2000).

B.   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.

Vocabulary could be very critical for second language learners; simplest with enough vocabulary beginners can correctly explicit their thoughts each in oral and written form. Thus, they need to have an excellent concept of a way to amplify their vocabulary as a way to enhance their hobby in getting to know the language. Language teachers, therefore, should considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher makes use of and provides different vocabulary that's applicable to the students. Teacher desires a very good understanding on their teaching materials. When they should train the scholars approximately vocabulary, instructors need to recognize the overall information of vocabulary, phrases and additionally the meaning. The words or vocabulary can be spoken and written.

Wallace (1982:207) explains that teaching vocabulary need to recollect those following factors:

1.   Aims

The purpose of teaching vocabulary is to make the teacher clean to formulate the materials, as a way to learn to the students.

2.   Quantity

The teacher has to determine the range of vocabulary objects to be learned. The learners get confuse or discouraged in the event that they get many new words. Therefore, the teacher should have to pick new words, that can smooth to apprehend through the learners.

3.   Need

In teaching vocabulary, the teacher has to has to pick out the phrases truely wished via way of means of the scholars in communication.

4.   Frequent exposure and repetition

Frequent publicity and repetition right here approach that the teacher need to supply an awful lot exercise on repetition in order that the scholars grasp the goal phrases well. They additionally provide possibility to the scholars to apply phrases in writing or speaking.

5.   Meaningful presentation

In teaching vocabulary the teacher must gift goal phrases in this sort of manner that the that means of the goal phrases are flawlessly clean and unambiguous.

6.   Situation

The teachers inform the students that they have to apply the phrases appropriately. The use of phrases relies upon at the state of affairs wherein they may be used and relies upon at the character to whom they may be speaking.

From the reason above, I conclude that the teachers ought to realize the special varieties of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to junior high school.

C.   Project-Based Learning Method

This part discusses about definition of Project-Based Learning, component of Project-Based Learning, and implementation of Project-Based Learning.

1.   Definition of Project-Based Learning

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. As the first step in gathering and integrating knowledge based on actual behavior, the learning model uses a problem. 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).

2.   Component of Project-Based Learning

According to Maulany (2013, p.35), there are four major characteristics of Project-Based Learning:

1)   Self-responsibility for thinking and learning

2)   Awareness of social responsibility

3)   Thinking and acting from the scientific perspective but in a
        practical application

4)   Relating both group process and product with professional practice

3.   Implementation of Project-Based Learning

In Project-Based Learning, the students are given a project based on questions or problems to be solved, by designing, making decision, and/or investigating over a period time. In Project-Based Learning, the projects is the central teaching strategy, students encounter and learn the central concepts of the discipline via the project (Thomas, 2000). There are set of criteria of Project-Based Learning according to Thomas, such as:

1.   Project-Based Learning are central, not enhancements to curriculum.

2.   Project-Based Learning are focused on questions or problems that "drive"
        students to encounter (and struggle with) the central concepts and
        principles of a discipline.

3.   Projects involve students in a constructive investigation.

4.   Projects are student-driven to some significant degree.

5.   Projects are realistics, not school-like.

Patton (2012) provides some basic steps in applying Project-Based Learning in teaching learning process, such as:

1.   Get an idea

The final outcome of a project might be a product (such a machine or an artwork), a performance (such as a theatre piece or debate), or a service (such as giving a lesson to younger students) that the outcome be something that students (as well as other people) value.

Other critical factor in getting the concept is the tasks may be capable of students to grasp the content material that they're required to study and the scholars can learn something meaningful from the projects.

2.   Design the project

Backwards making plans is a totally easy manner of working. To begin, the teachers write down everything that they expect their students to learn from doing this project. This may want to consist of all styles of things: understanding of course-precise content, general abilties like running in groups and critiquing drafts, expert abilties (that can variety from statistical evaluation to carving wood), and personal attributes such as self-confidence. It is important to prepare a project plan template for the students to ensure that they don't forget about anything important.

3.   Tune the project

This means presenting the plans to a group of member, who will give constructive feedback, come up with ideas that haven't thought, and warn the potential problems that may not have anticipated.

4.   Do the project

There are many ways to begin a project: one is to start by giving the students space to talk about what they are concerned about and interested in, and then speaking approximately how the challenge can talk to those worries and interests. This is a good opportunity to show the students a model of the type of product they will be creating. During the system of doing the project, the teacher needs to reveal the students' works and supply feedbacks. When Project-Based getting to know is working, teachers' roles are transformed.

5.   Exhibit the project

This step allows the students to promote their project go public. There a lots of possible venue for exhibitions: museums, galleries, parks, cafes, community center, etc.

D.   Direct Method

The Direct Method is one of the maximum famous method of teaching foreign languages. As the call of the approach itself suggests, this approach specializes in mastering the goal language without the usage of the local language. This method generally specializes in the improvement of oral skills. One of the maximum crucial function functions of this technique is that visible substances and real-existence items are used. Moreover, such oral education allows in analyzing

and writing. There is not any translation concerned on this method. This method facilitates the learners discover ways to speak with inside the goal language through developing an affiliation among enjoy and expression, phrase and idea. A lot of strategies are used while teacher use the direct method. Some of them are: paragraph writing, maintaining a verbal exchange withinside the goal language, studying aloud and dictation.

One of the primary goals of the use of the direct method is to assist the learner suppose with inside the goal language clearly just like the manner he/she does in his/her personal local language. The method has advantages and disadvantages. One of the benefits is that the remaining consciousness is on studying the goal language. There is not any intervention with inside the local language. This method additionally aids the techniques of studying a way to fluently communicate the goal language. Moreover, the students continue to be alert specializing in the new learning.

However, this method additionally has some disadvantages. One of them is the truth that this approach expects the scholars to be speedy learners. This will become even greater hard while the magnificence of the scholars is big. Hence, it's miles hard for the teacher to take note of students. The direct method of coaching became advanced as a reaction to the Grammar-Translation method. It sought to immerse the learner withinside the identical manner as while a primary language is learnt. All teaching is finished inside the goal language, grammar is taught inductively, there may be a focal point on speaking and listening, and simplest useful 'everyday' language is taught. The weak point inside the Direct Method is

its assumption that a second language may be learnt in precisely the identical manner as a first, while in reality the conditions beneath neath which a second language is learnt are very different.

E.   Previous Study

The first is the study conducted by Angelina (2020). She investigates the effect of Project-Based Learning in improving students' speaking ability. It shows that the effect of the Project-Based Learning was able to improve the students' speaking ability. The data of the study were in the forms of qualitative data. The qualitative data were obtained by questionnaire and interview analysis. Applying the Project-Based Learning makes students' more confident to speak up English and more familiar with English. The results of the study shown that students' speaking skills could be improved through Project-Based Learning implementation and it also provided an opportunity for the students to become more creative and engaged in the interaction.

The second is the research conducted by Ali (2022). He investigates "The Effect of Using Project-Based Learning on EFL Students' Achievement". These studies aim to finding out the effect of using Project-Based Learning strategy on EFL intermediate school student's achievement in vocabulary. This study uses non randomized experimental group pretest and posttest design. The results of the study explain that there is a statistically significant difference in the mean scores of the experimental group who is taught according to Project-Based Learning strategy and the control group who is taught by using traditional method.

The third is the research conducted by Astuti, Ampa, and Natsir (2021). They investigate "The Use of Project-Based Learning in Teaching English at Second Grade of SMP Negeri 1 Barru". The objectives of this study is to know the differences among students' vocabulary success into magnificence taught via way of means of the usage of Project-Based Learning and people who're taught the usage of Direct Method. The design of this research was Quasi Experimental Research. The results of data analysis showed that the mean score of students' vocabulary in experimental class was higher than students' vocabulary in control class (78>66.6). It means that there was a significant difference of students' vocabulary and fluency in teaching English between before and after using project-based learning method.

The fourth is the research conducted by Nuninsari, Sutopo, and Bharati (2020). They investigate "The Implementation of Project-Based Learning Strategy in Teaching Spoken English". The objectives of this study are to explain the implementation of project topic stimulation, project planning design, project schedule arrangement, project monitoring, project assessment, and project evaluation in project-based learning. This study was a descriptive qualitative method. The data were collected by implementing observation, field note, document analysis, questionnaire, speaking transcription, and interview. The end result of the study confirmed that; 1) The English trainer of Futuhiyyah Senior High Schools have carried out the subject stimulation to start the project. 2) The project design planning is implemented to create the project design for students. The schedule arrangement needs to be deliberate to make the task run well. 4) The

teacher's project monitoring should be implemented in order to guide the students' process in doing the project. 5) The project's assessment should be implemented to know the students' result in doing the project and 6) The teacher's evaluation was intended to check whether the students understand or not about the project.

These previous studies relate with the research conducted by researchers entitled "The Effectiveness of Using Project-Based Learning Through Flash Card to Teach Vocabulary at Eighth Graders of MTsN 9 Nganjuk". So that these studies can be used as a reference in the preparation of this research. The research gap of the research with previous studies are this research has not been previously researched by other researchers, there are no researchers conduct the the same location, instruments, and treatment procedure.