**CHAPTER I**

**INTRODUCTION**

This chapter presents a brief introduction of the research paper. In detail, it describes background of study, identification of the problems, research problems, limitation of the problems, research problems, objectives of the study, significances of the study, hypothesis, and operational definition.

* 1. **Background of the study**

Education is one of important thing in developing human resources. Because of that, education needs innovation and creativity in increasing education quality.

Based on the quantity of education improvement in Indonesia is very good, but the quality of education development is not good enough, especially English. Many people feel that English is important subject, but English is never supported by good facilities. Many people must learn English because English is the main language in the world. Students must be prepared to face the globalization era. Globalization era is the era when a foreign people come some country and life there.

Indonesian people are using English as Foreign Language (EFL), it is not the second language. This is make Indonesian people difficult to learn English. Language is consists of some sentences, and sentence is consist of some vocabularies. If the people want to learn language, that people must learn the vocabularies first. The difficulties of learning English come when the students don’t have a lot of vocabularies. Vocabulary is one of difficult thing in learning English, because there are a lot of vocabularies in English and students must remember one by one. So, the teacher must have a good way to teaching vocabularies and make students enjoy to learning vocabularies. If students enjoy to learning vocabularies, students are easier to remember the vocabularies.

The difficulties of learning vocabularies always happen in senior high school because many students say that never get good English in junior high school. So, all of school must teach English vocabularies well and students can learn vocabularies well. Based on Ruseffendi (2006 :2*) Suatu kelompok siswa dikatakan belajar secara aktif bila dalam kegiatan belajarnya ada mobilitas, misalnya nampak dari interaksi yang terjadi antara guru dan siswa dan antara siswa sendiri.* Ruseffendi’s statement show that students success to learn vocabularies if students can implement the vocabularies in their habitual and brave to interact with their teacher.

The teacher’s method in teaching English in Indonesia is just transferring the material from the teacher to students, teacher centered, and wants to get the score without see the student skill. The teacher must choose the good teaching model that can improve student’s vocabularies. So, students can be more active to build the knowledge and not only accept what the teacher gives but also brave to make a question to the teacher.

Based on Fraenkel dan Wallen (Rose, 1997 :3),

Teachers need to know what kind of materials, strategies, and activities best help students learn. Counsellors need to know what problems hinder or prevent students from learning and how to help them with these problems. Administrators need to know how to provide a happy and productive learning environment. Parents need to know how to help their children succeed in school. Students need to know how to study to learn as much as they can.

In explanation above, the teacher must increases the student’s vocabularies by using good teaching learning model that more effective. The effective and enjoy teaching learning model can increase the student motivation to learn vocabularies. After increasing the vocabularies, students can be more responsive to face the question of the teacher and more understand with English.

One of the good models in teaching vocabularies that the researcher use in this research is MASTER learning teaching model. MASTER is the teaching learning model that consist of six steps those are M (Mind), A (Acquiring the fact), S (Search of the meaning), T (Trigger the memory), E (Exhibit what you know), R (Reflected how you have learned). The researcher hopes that MASTER teaching and learning model can make the student enjoy to learn English and finally students can increase their vocabularies and make the class more communicative in English.

Based on explanation above, vocabulary is very important to be increased and MASTER learning and teaching model is one of the good ways to teach vocabularies. Because of that, the researcher wants to make a research about that. And the title of the research is **The Use of MASTER** **(Mind, Acquiring The Fact, Search Out The Meaning, Trigger The Memory, Exhibit What You Know, Reflection How You’ve Learned) Teaching Learning Model in Increasing Student Vocabularies.**

* 1. **Identification of the Problem**

There are many problems of language teaching that can be identified as research subjects. We know that vocabulary is one of the big problems for student in study English. Many factors, like the facilitation in the school, Is there has language laboratory Or, Media for the student in teaching learning process? Students need it to help them in increase their skill.

The teacher also must have some method for teaching the student and train them well. Beside of that, teacher must be a smart and creative person who has a lot of knowledge about the material and ready to catch the student for transfer the material.

Many characters of the student, this is very important thing in increasing the vocabularies. If the student can explore their vocabularies and have a high confident so they will be brave to speak in English but if the student have a shy character and can’t explore their vocabularies maybe they will keep and don’t be brave try to speak loud.

The other factors are the environment. There are two factors those are external factors and internal factors. Students need an environment that can make them comfortable and brave to use English. If the environments of students use English, students will be brave to speak English. So, learning vocabularies is not only in the school but also in student’s home. Their parents must be teacher for their child.

* 1. **Research Problems**

The research problems are formulated in the following question:

1. Is MASTER learning teaching model better than conventional used for teaching vocabularies?
2. What are students’ responses toward MASTER learning teaching model in developing students’ vocabularies?
	1. **Limitation of the problem**

In this chapter, the researcher limits the research about how to increase the student’s vocabulary for the $1^{st} $grade students at SMK Negeri 2 Karawang through MASTER learning teaching model in teaching learning English. The researcher focus the study about the use of MASTER learning teaching model that applied in teaching learning activity to build up student’s vocabulary.

* 1. **Objectives of The Study**

Based on the reason above, through this research the researcher wants to prove that MASTER learning and teaching model is a good way applied in teaching English to build vocabulary for the $1^{st} $grade students at SMK Negeri 2 Karawang.

* 1. **Significances of The Study**
1. For the researcher

The researcher wants to know the implementation MASTER teaching learning model in increasing student vocabularies.

1. For the student :
2. Students are able to increase their vocabulary.
3. By using MASTER learning teaching model in teaching learning, hopes the student’s interest in English because this model is more fun and enjoyable.
4. Students will be more attracted in learning English without under pressure feeling and forced.
5. For the teacher :
6. The teacher can motive students to encourage their vocabulary through MASTER learning and teaching model.
7. Teaching vocabulary by using MASTER learning and teaching model is attractive and variously, so it is able to improve student’s interest.
8. It might for students making sharing with their friend, about their favorite things that can be implemented in their class.
9. For the other researcher

The other researcher can be considering learning about this model in the other English abilities.

* 1. **Hypothesis**

Based on the research problem above, the hypothesis of this research are:

1. MASTER teaching learning model is better than conventional in teaching vocabularies

2. Students give the positive response for MASTER teaching learning model.

* 1. **Operational Definition**
1. Accelerated teaching is making the student comfort for the subject with enjoy and relax situation of the class.
2. MASTER teaching learning model is steps of accelerated teaching.
3. Vocabulary is any sequence of letters, which are tied on either side of the word by a space or punctuation mark. Such as book, pens, newspaper and others.