**CHAPTER II**

**THEORETICAL FOUNDATION**

In this chapter, the researcher review about teaching learning truth, the explanation of accelerated teaching, MASTER teaching and learning model, and teaching vocabulary by using MASTER teaching and learning model. The explanation guides the researcher to make the research.

**2.1. Teaching Learning Truth**

Education is student’s active activity in accepting the subject that given by the teacher. That activity covers thinking, affective and physic activity. Based on Slameto (2003 :5) *“dalam aspek psokologis belajar merupakan suatu proses perubahan yaitu perubahan tingkah laku sebagai hasil dari interaksi dengan lingkungannya dalam memenuhi kehidupan hidupnya”.* That statement shows that education can helps someone to change their habit and education can make someone have the confident in their environment.

In education process, students must be developing their skill. False is the part of education process, but now the teacher is always angry when their students false. The teacher always wants students always true, so there is not education process. The teacher must accept the student’s effort of the education so students will not afraid to false and then the student get the spirit to follow the subject.

In education, there are a lot of teaching learning model that good for students to get the optimal result. Based on Suherman (2008: 3), *“Dalam prakteknya, guru harus ingat bahwa tidak ada model pembelajaran yang paling tepat untuk segala situasi dan kondisi”.* Because of that, the teacher must gives attention for their student’s condition, and the school facility, in choosing teaching learning model. Based on Peter Sheal (Suherman 2004 :3) student can get the understanding 10% from reading, 20% from listening, 30% from seeing, 50% from seeing and listening, and 90% from speaking and doing.

Based on Slameto (2003 :34) “*Belajar cepat melibatkan tiga proses yang berlangsung hampir bersamaan, ketiga proses tersebut adalah: memperoleh informasi baru, transformasi informasi dan menguji relevansi dan ketepatan pengetahuan*”. *Informasi baru* means that the student get everything new in their life or can know everything that student don’t know. *Transformasi informasi* means that knowledge that given to students must be matched with the subject. And the last *relevansi dan ketepatan pengetahuan* means that the student use their knowledge in the match subject. That statement shows that education gives something new to the student that can be implemented in their habit but must be matched.

**2.2. Accelerated learning**

Based on Ross (1997:2) Accelerated teaching is teacher’s effort to increase education quality and make education simple for:

1. All of people want to increase education skill so they can study faster and can remember the subject more.
2. Every parent wants to push their children to be success student.
3. Every organization creates the culture to all of members focus in increasing their skill to be success.

That statement shows that responsibility of education is in their selves but support from their parent opens the possibility to be success. Success is the people purpose, and purpose must become true. Based on Stephen Byers (Ross, 1997:2) work and study can make education system that can face $21^{th}$century. Work and study are the people’s effort to be success, but everyone has different system in work and study. Every people must find their own work and study system. If all of people can find it, they will be success.

Now, based on Ross (1997: 93) “study” is forcing process to destroy student’s spirit in understanding the subject. In study, students always follow the teacher rules. Students can’t explore their selves and can’t enjoy to learning something. In accelerated teaching, the teacher must makes the situation like they were child (not childish), because that situation can makes students comfort and enjoy to. Feel happy is a good indicator in learning process success because when the student happy and enjoy they will study better.

Accelerated teaching consists of six steps that can make accelerated teaching effective to students. Those steps are including in MASTER teaching and learning model. MASTER is abbreviation of 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). All of those steps help student to understand the subject and explore their own skill. If students more understand the subject, students can be smart and if students can explore their own skill, they can more comfort and enjoy to following the subject. MASTER teaching and learning model makes the teacher as evaluator, supporter, and explorer of student’s mind. MASTER teaching and learning model also make the class student centered; it means that all of activity is done by students.

**2.3. Explanation of MASTER Learning and Teaching Model**

In teaching learning process the teacher is not only teaching the subject but also create a concept and overcome the student’s problems of the subject. Accelerated teaching is one of the best ways in teaching the subject. Based on Nggermanto, (2001: 159) accelerated teaching is more affective and faster education program than the conventional program. By using accelerated teaching, students can be explore their skill and can be more interest with the subject. In accelerated teaching there are 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).

1. M (Mind)

The good relation between student and teacher is one of important thing to make the situation in the class relax and comfort, so students have self confident and motivate student to follow the subject. Self confident and student’s motivation is important to build and develop their mind, because it will make student get new skill and knowledge that teacher give. There are some ways to motivate student’s mind, such as:

* Explain how our brain work
* Result visualization
* Give the student chance to control their selves in education
* Give the student chance to false in education
* Give the student suggestion that all of student will be success.
1. A (Acquiring the Information)

In learning teaching process, students will get the new information and internalize that new information in different way. It makes teacher must identify student’s ability in understanding the materials that teacher give to the student in teaching learning process. Every student’s ability is different such as visual power, auditory power, and kinesthetic. After identify the student, the teacher just follow the student wants.

In this situation, the teacher will use proactive activity like:

* Main idea: explain the main point to help internalize process
* Informal team work: explore the informal team work between student and teacher or student and student.
1. S (Searching Out the Meaning)

The purpose of education is not only transfer the knowledge but also help the student to increase their understanding about knowledge and understand intention of the subject.

To help students catch the meaning of the subject, the teacher can do:

* Give the visualization to student
* Give the mind mapping of the subject to student
* Give the student detail explanation of the subject
* Sequence Shuffle
* Increasing the student self confident to explore the subject
1. T (Trigger the Memory)

After students gain the information, the teacher can gives the key words. The key words can increase the understanding of the information. Beside that can repeat the content of the subject more than two times that can also trigger the memory.

1. E (Exhibiting What You Know)

The student explain what they know about the subject and how good the teaching learning process. The teacher can gets the answer of the question by using feedback of the subject. Feedback from the student can like

* the student’s own explanation,
* swap shop,
* the record of the point and
1. R (Reflecting How You’ve Learned)

 The best way to repair your own work and student work are making a reflection. Reflect everything that they want to repair.

Teacher reflection is reflecting that the teacher way in teaching learning process can be matched with the purpose. The teacher also reflects that the teacher can gets the target and then find out how to repair it. After the reflection, the teacher can gets the optimal teaching learning process.

Student reflection is asking students to reflect what they learn. After that students must reflect abut the way in teaching is good or not good. The teacher must be facilitator to increase student score.

**2.3. Explanation about vocabularies**

In an orthographic definition, a word means 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 but this definition faces some problem like ‘will not’ is two words but ‘cannot’ is one word, ‘instead of’ is two words but ‘in place of’ is three words. Learning vocabulary is one of the major problems of foreign language (FL) programs. Vocabulary knowledge has been neglected or considered as a secondary emphasis in FL programs since it is felt that students need to master basic grammatical patterns and ability to communicate in English. Some researchers (Twaddell,1973; Wilkins,1974; Richards,1976; Judd,1978; Laufer,1981; Morgan and Rinvolucri,1986; Carter and McCarthy, 1988; and Paker,1989) said in Fisher (2004: 2) that little importance has been given to vocabulary and the teaching of vocabulary or learning new words and phrases is often seen as an unimportant value, and even it is neglected most of the time in foreign language teaching.

 Twaddell in Fisher (2004:3) admits that learners get an ability to understand and use words in the FL, but claiming the reason why it is not really taught is that no single method has gained a general acceptance in teaching vocabulary. In addition, Judd in Fisher (2004 : 3) agrees on this idea and adds that vocabulary knowledge is generally not taught as a skill in itself. In this explanation, Twaddell want to tell that teaching English can’t use only one way. But there are a lot of ways to teach English. The more important that teaching vocabularies must be follow the student want and the student need.

 However, learning a language mainly involves learning its grammar, vocabulary, and how to use them in an appropriate way. Most methodologists discuss the indirect teaching of vocabulary as a main part of language learning such as reading or listening comprehension. Although vocabulary is not the only important component on its own in language learning, its value should not be underestimated. As Wilkins said in Fisher ( 2004: 5) states, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Related to Wilkins' explanation, Morgan and Rinvolucri also emphasize that words are essential, and the lack of them leads to feeling of insecurity in language learning. According to the researchers, some learners believe that they may communicate in a foreign language by learning a great deal of words, and there are also those who think that the language can be mastered by learning its mainly grammar and structure. Wilkins in Fisher 2004 : 4) said that *learning nothing but words and a little or no structure would be useless to the learner*.

 Wilkins also adds that learning all the structure and no vocabulary expansion in courses can do no harm in long term but in most situations structure and vocabulary are acquired together. Wilkins' study proves that vocabulary teaching and learning can progress through the incorporation of structure and vocabulary. It can be inferred from this that the necessity and the role of vocabulary is paramount.

 Richards in Fisher (2004: 5) saids that the role of vocabulary in light of eight assumptions concerning the nature of lexical competence, and he suggests these assumptions should be kept in mind in teaching vocabulary.

 Some of his assumptions related to this study are summarized as follows;

 ASSUMPTION 1. The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.

 Richards claims that the development appears at early ages and continues, and adults add new words to their vocabulary through reading. Twaddell also states that there is no quick solution for vocabulary improvement since learning starts at the early stages with the limitation of vocabulary to some extent and increases through time.

 ASSUMPTION 2. Knowing a word means knowing the degree of probability of encountering that word in speech or print.

 According to Richards, a person recognizes the general occurrence of a word and also the words' association with other words in the context.

 ASSUMPTION 3. Knowing a word means knowing a syntactic behavior associated that word.

 Important information about structural behavior of words is acquired by the learner as part of vocabulary learning. In the sentences, some relations may help readers to predict the syntactic forms of words and comprehend them.

 ASSUMPTION 4. Knowing a word entails knowledge of the underlying forms of a word and the derivations that can be made from it.

 This enables learners to know different forms of the word when they encounter in the text. It may be concluded from this that learners may guess the root-word and understand it.

 ASSUMPTION 5. Knowing a word entails knowledge of the network of associations between that word and other words in language.

 According to Richards, words do not exist in isolation and their meanings are determined through their relationships with surrounding words in the contexts.

 ASSUMPTION 6. Knowing a word means knowing many of the different meanings associated with the word.

 Richards in Fisher (2004:6) shows how the words list a great variety of different or related meanings for each word, by giving the quotation by Eskey related to Kolers' observation in the following:

 Word meanings do not exist in isolation in the reader's mind like in a dictionary. What a word means to the reader depends on what he is reading and what he expects to read, the phrase, clause or the sentence in which the words appear. The meaning of a word, that is to say, depends upon the thought that it is being used to express or the context of its expression. Whether one reads unionize as a verb in chemistry or a verb in labor relations depends upon many things other than its spelling and its symbol-sound relations. Indeed, a very large number of words in a dictionary have multiple meanings and the definitions of some words are contradictory. For example, scan means to glance at quickly and to read in detail, and cleave to join and to separate.

 Richards highly recommends that assumptions 1 and 6 are necessary to increase the learner's vocabulary recognition. He claims that a learner who is adding to his vocabulary knowledge is better for productive language giving an example of the intermediate learner who uses a word in his speech that he has learnt from reading. The example is the student who says I was most entertained by the film rather than I really enjoyed the film.

 It may be concluded in the light of the assumptions given above that students get familiar with a number of words and use them appropriately. As a result, Richards' article is very important because it tries to show different ways of teaching and learning vocabulary from different aspects according to the learner's competence of vocabulary. Richards concludes that many language programs assume vocabulary improvement will be covered by reading, but there are still some difficulties to overcome the problems in the programs.

 Twaddell also explains that *the very nature of vocabulary involves difficulties in learning and teaching*. He clarifies the difficulties as "qualitative and quantitative". According to him, "the qualitative aspect" involves the relation between words and meanings, and he also states "the quantitative aspect" involves the structure of vocabulary and its frequency of use in daily occurrence.

 He emphasizes the importance of the acquisition of vocabulary by explaining that words can be acquired by comprehending meaning in associative way more than in a linear and mechanical way. That statement shows, words are not learnt mechanically as phrases, but rather it is learnt associatively since it is a branching process; otherwise, learning would be very limited. He sees that the only effective way that students may expand their vocabulary in social and experiential process is within the context. He, therefore, considers library and self-access centers playing an important role and affecting classroom time for vocabulary.

 Twadell also agree with Maley on the idea of library study, stating that language may be learnt best when incidentally learned. Thus, they propose that a very useful way to encourage learners to expand their vocabulary is to use readers outside the classroom and to guess meaning in the context. Guessing vocabulary from context is the most frequent way the learners discover the meaning of the new words .They believe that guesses are guided by the topic and the other words in the discourse. Therefore, learners should be encouraged, trained to guess from contexts, and should be given strategies to guess the meaning of unfamiliar words.

Vocabulary plays very important role in the communication activity, with the absence of vocabulary a communication will not occur. So the existence of vocabulary must not be neglected in the teaching and learning activity. English teachers in Indonesia have to teach vocabulary using a certain technique, they have to teach vocabulary when the students are reading, speaking, writing and listening. So, the teachers have to implement a specific way of teaching vocabulary and they must have a proficiency in how to teach vocabulary in a meaningful and enjoyable way for students. Secondly, teachers must have a priority-order list of vocabulary, which vocabulary should be taught first, second and so on. So part of the problem in teaching vocabulary lies in how to select what vocabulary to teach, (Harmer, 1996: 154). Thirdly, the English resources in several schools are limited. So, the students have little access to enjoy reading in English language, like folk tales, funny stories, adventures stories and others.

**2.4. Tools of Evaluation**

In every teaching learning process needs tools of evaluation. The purpose of that tool is to measure the understanding material of every students. Every material must have tool of evaluation that should be match with the skill that want to calculate. Learn about vocabularies by using MASTER teaching learning model should have tool of evaluation too.

Based on Ruseffendi ( 1991 : 86) “*Soal pilihan ganda dipakai untuk mengukur fakta sederhana, hubungan verbal, kemampuan beralasan, dan penemuan yang berdasar*”. Based on explanation above, multiple choices is good in evaluating MASTER teaching learning model because multiple choices can evaluate all of aspect like pronunciation, intonation, stress, and gestures in increasing student’s vocabularies by using MASTER teaching learning model.

 Based on Ruseffendi (1991 : 206) “*Alat penilaian dapat menggunakan lembar observasi*”. Observation sheet in lesson plan is used to explain the student’s skill in using vocabularies in treatment process in MASTER teaching learning model.