

CHAPTER I

INTRODUCTION

A. The Background of The Problem

In teaching and learning process the aim has important function. It has influence toward result of student's achievement. Most of teachers taught English by using several approaches and methods to the students but not of all them successful in developing the communicative competence. They emphasized in grammar rule only, structures pattern and translate reading text in the process of teaching and learning English in the classroom. In other word, this approach or method has to much concentration on writing language or memorizing grammar rules only. And in general, the difficulties in teaching English as a foreign language are many problem. One of the problem is, about the approach and method is use in teaching and learning activities. And the accelerated learning is one of the most method emphasize the result and intelligence (IQ).

As a modern movement to break open the way of learning in education and structural training, accelerated learning is very important, because it is appropriate with the all styles of learning and give the energy, and make the process of learning is natural. The accelerated learning try to make the learning is happy and very really to think important the result. Beside it , the accelerated learning can quicken and increase the ability and learning result.

Below statement of Dave meier (2002:37) about the accelerated learning "Accelerated learning adalah pertama-tama dan terutama-tujuan bukan metode

yang digunakan. Sangat penting untuk mengaitkan accelerated learning dengan hasil dan bukan dengan metode tertentu. (permainan, musik, warna, aktivitas dan sebagainya). Metode apapun yang dapat mempercepat dan meningkatkan pembelajaran adalah dalam definisi ini termasuk metode accelerated learning. (Dave meier, 2002:37). (Accelerated learning is the first and especially- the aim, no method. Accelerated learning is the achieve no method in use. Very important to correlate the accelerated learning with the result and no certain method (game, music, colour, activity, etc). Whatever method can quicken and increase the learning in this definition of accelerated learning).

The other advantages of accelerated learning is create the learning environment which more healthy, create the rich of thinking, and give the quicken plan of method. And the advantages of accelerated learning in teaching and learning vocabulary is increase the learning of students, because it can create comprehension, and students more creative, so the teachers can incorporate into their regular vocabulary.

Although the students at *SMA N I Pabedilan –Cirebon* have studied English for a long time, most of them make many mistakes when they use English in communication and writing. It is caused by the lack of vocabulary, so the accelerated learning can be increase the students in effective learning, because the accelerated learning is one of the most method emphasize in result and intelligence. And it is can quicken the process of learning, so the students more understand and more comprehend.

B. The Formulation of The Problem

From the explanation of the previous background of the problem, the writer would say that consist of :

1. The Identification of Problem

a. The Area of Research

The research area is concerning method of teaching

b. The Approach of Research

The research approach in this thesis uses empirical technique

c. The Kind's Problem of Research

"The research problem in about the accelerated learning in teaching and learning English and the linguistic intelligence of student's and it is correlation with students English vocabulary achievement.

2. The Limitation of Problem

In limiting the problem, the writer picks out some areas of discussion as follow :

- a. The students response in the process of teaching and learning English by accelerated learning in learning English vocabulary.
- b. The ability in accelerated learning English vocabulary
- c. The correlation between accelerated learning and the linguistic intelligence of students' vocabulary achievement.

3. The Question of Research

Based on the previous explanation above, the problem must be formulated as follow :

- a. How is the students response in the process of teaching and learning English by accelerated learning ?
- b. How is the linguistic intelligence of students English vocabulary achievement?
- c. How is the correlation between of teaching and learning vocabulary at the second year students of *SMA N 1 Pabedilan – Cirebon* through the accelerated learning

C. The Aims of Research

The writer wants to state the aims of research as follow :

1. To find out the data of students response in the process of teaching and learning English by accelerated learning.
2. To find out the data of the linguistic intelligence of students English vocabulary achievement.
3. To find out the data, about the correlation between teaching English by using accelerated learning and the linguistic intelligence at the second year student of *SMA N 1 Pabedilan – Cirebon*.

D. The Frame of Thinking

As we know, in the process of teaching and learning English there are some approaches and methods, which probably used by the teacher as appropriate in carrying out the process of teaching and learning English. In fact the using of certain approach or method in carrying out the process of teaching and learning English is change able depending on situation whether seen from result of teaching and learning or the effectiveness it self. The teacher can say that method A or approach A is the best. It is believed that any method or approaches each has it own advantages and disadvantages.

Finocchiaro and Bonomo (1973 : 27) says "that to be a good teacher. First, the teachers should prepared himself for this task ... that the teacher of foreign language will have the personal. Qualities which make effective, teachers, have received an appropriate training in professional education, psychology and secondary school method".

From the explanation above, we know that to be a good teacher, he should prepare himself for this task and should choose the best method in teaching and learning activities. The accelerated learning is one of the most methods in teaching English. It emphasized intelligence (IQ) in teaching learning process. And then students understand and take the function of English vocabulary and the linguistic intelligence is very correlation with Accelerated Learning, because the Accelerated Learning working by intelligence.

The system of teaching language in Indonesia is not board to one specific approach or method. It becomes a questions whether the success in the process of teaching and learning English, as a foreign language will be influenced by the

method is used the teacher in teaching and learning activities in *SMA N 1 Pabedilan – Cirebon*.

The writer would say about the effective learning, and the accelerated learning is one of the method development students in *SMA.N 1 Pabedilan – Cirebon*. Accelerated learning has developed at 1970 based work of Dr. George Lozanov (Agus Nggermanto, 2001 : 207)

E. The Steps of Research

In this research the writer takes research as following :

1. Data Resource

a. Theoretical Data Resource

In order to obtain in theoretical data resource, the writer read some English books especially discuss about the method, several scientific books which discuss about accelerated learning in the process of teaching and learning English. And the other books which are accordance with discussion on the topic of the thesis.

b. The Empirical Data Resource

The empirical data resource is taken and obtained from the place here the research are carried out the data from the result of interview with the principle of the school English teacher and the students. The data from the result of the vocabulary test which are presented to the students.

2. Population and Sample

a. Population

According to Fraenkle (1993 : 80), population is the group of interest to the research, the group to whom the writer would like to generalize the result of their study. In some cases, rooms, schools, or even facilities.

Population is a set of all elements possessing one or more attributes of interest. Anderson cited in Arikunto (1998 : 115). The population of this research is all of the second year students of *SMA N 1 Pabedilan – Cirebon*. With the number of population is 160 students.

b. Sample

Sample is the way of collecting data from a part of the population (sample adalah cara mengumpulkan data dari populasi dengan mengambil sebagian dari populasi). (Subana dan Sudrajat, 2001 : 115)..

After the writer determined the population of this research, and then the writer took the sample consist of 80 students of the second year students of *SMA N 1 Pabedilan – Cirebon*. The sample on this thesis is 20% from population (if the population is bigger. We can take 15 – 20% or 20 – 25% or more) (Suharsimi Arikunto, 1991)

3. The Techniques Of Collecting Data

a. Observation

Observation is the most direct of studying subject similarly, this method is to ascertain. The overt behavior of person (and what it may reveal) by watching them as they express themselves in a variety of situation. This method has also another definition such as “Observasi, biasa diartikan sebagai pencatatan dengan sistematisasi fenomena-fenomena yang diselidiki”. (Sutrisno Hadi, 1983 : 135).

The writer carried out an observation to find out the data of the objective condition of the school, the students, the teacher, and the facilities of the school. The writer notices and observes the process of teaching and learning English by using accelerated learning carried out by the teacher to the students in the classroom.

b. Interview

Interview is the second techniques of collecting the data in this thesis. Below statement of Amirul hadi and Haryono about interview as the technique of collecting the data. Interview adalah pengumpulan informasi dengan cara mengajukan pertanyaan secara lisan untuk di jawab secara lisan,(Interview is the process of collecting information orally, and answered orally).(Amirul Hadi and Haryono,1998:135).The writer interviewed the Headmaster and teachers, also the staffs of SMAN I Pabedilan-Cirebon to collect the data.

c. Test

At this research, the writer has presented a model of essay test. Accord to finocchiaro (1973 : 278), say that test (oral, written, short answer, essay, etc) and other measurement such as observation and or questionnaire a means to ascertain result being achieved and progress being made toward objective of language learning (Finocchiaro, 1973: 278).

The test is given to the students of class II who are taught English by using accelerated learning. The result of the test on teaching English achieved by the students. The writer will get the accelerated learning in teaching English and the linguistic intelligence of students English vocabulary achievement in process of teaching and learning English.

d. Questionnaire

The questionnaire the list of question and every question has br provided the answer to be choice (*daftar pertanyaan yang setiap pertanyaannya itu sudah disediakan jawabannya untuk dipilih, atau disediakan tempat untuk mengisikan jawabannya*) (Anas Sudijono,1987 : 27).

The questionnaire is very helpful to obtain the data needed in this research. The understanding of the questionnaire method is to collected the data through the questionnaire given to the sample or the respondents.

4. The Techniques of Analysis Data

All the data obtained in this research will be analyzed through two ways, namely the qualitative data analysis and quantitative data analysis.

1. Qualitative data analysis

The writer analysis the data based of the objective condition of the school.

2. Quantitative data analysis

To know the quantitative data, the write analyzed data based on questionnaire and test. To make the questionnaire interpretation easier.

The writer would like to use guidelines as follow :

100 %	= All of the students or respondents
90 – 99 %	= Almost all of the students or respondents
60 – 89 %	= Most of the students or respondents
51 – 59 %	= More than half of the students or respondents
40 – 49 %	= A half of the students or respondents
10 – 39 %	= Low almost half respondents
1 – 9 %	= Small past of the respondents
0 %	= Non respondents

In the score of evaluation the writer standards as follows :

A	= 90 – 100	= 81 % - 100 %	= very good
B	= 70 – 89	= 61 % - 80 %	= good
C	= 60 – 69	= 41 % - 61 %	= sufficient
D	= 50 – 59	= 21 % 40 %	= less
E	= 40 – 49	= 0 % - 20 %	= More less

(Nasrun Harahap, 1982 : 97)

Below is the statement that shows the level of correlation between X variable (the students respond) and Y variable (the students achievement).

Up to – 0.20	= the correlation is very low
0.20 – 0.40	= the correlation is low
0.40 – 0.70	= the correlation is sufficient

0.70 – 0.90 = the correlation is high
 0.90 – 1.00 = the correlation is very high
 (Anas Sudijono: 2004 : 180)

The correlation is calculate from the score on test by using formula of product moment correlation to compute the correlation coefficient formula

is :

$$r_{xy} = \frac{N \sum x y - (\sum x) (\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

(Suharsimi Arikunto: 1992 : 217)

Note :

xy = coefficient correlation between $\sum x$ and $\sum y$
 x = independent variable
 y = dependent variable