INCREASING STUDENTS' ACTIVENESS AND ENGLISH VOCABULARY MASTERY THROUGH THREE PHASE TECHNIQUE

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Abstract

The research entitled Increasing Activeness and English Vocabulary Mastery through the Application of Three Phase Technique for Class X A3 MAN 3 Sleman, is Classroom Action Research. The purpose of this research is to apply the Three Phase Technique so that it can increase students' activeness and English vocabulary mastery. This classroom action research was carried out in 2 cycles, each cycle consisting of 3 meetings. This research showed that the activeness of students from the initial conditions, cycle 1 and cycle 2 continued to increase. Percentage of the students' English mastery who complete and exceed the KKM (from 37,94% to 82,76%). The indicator of the success of a minimum of this Classroom Action Research is, if the percentage of students whose learning scores have reached a minimum of 80%, then it has been successful. The conclusion of this Classroom Action Research is that students' activeness and English Vocabulary Mastery have increased after learning is applied through the Three Phase Technique.

Keywords: students' activeness, vocabulary mastery, Three Phase Technique

Abstrak

Penelitian dengan judul Peningkatan Keaktifan dan Penguasaan Kosakata Bahasa Inggris melalui *Three Phase Technique* pada Siswa kelas X A3 MAN 3 Sleman, adalah Penelitian Tindakan Kelas. Tujuan Penelitian ini adalah menerapkan *Three Phase Technique* sehingga dapat meningkatkan keaktifan dan penguasaan kosakata Bahasa Inggris siswa. Penel;itian ini dilaksanakan dengan 2 siklus, setiap siklus terdiri dari 3 pertemuan. Penelitian ini menunjukkan bahwa keaktifan siswa dari kondisi awal, siklus 1dan siklus 2 terus mengalami peningkatan. Persentase penguasaan kosakata bahasa Inggris siswa yang tuntas dan melampui KKM (dari 37,94% menjadi 82,76%). Indikator keberhasilan PTK ini adalah, jika persentase siswa yang nilai penguasaan kosakata bahasa Inggrisnya sudah tuntas mencapai minimal 80% maka PTK sudah berhasil. Kesimpulan PTK ini adalah keaktifan dan penguasaan kosakata bahasa Inggris siswa mengalami peningkatan setelah diterapkan pembelajaran melalui *Three Phase Technique.*

Kata Kunci: Keaktifan Siswa, Penguasaan Kosakata, *Three Phase Technique*

INTRODUCTION

The activity of students is one of the main principles of the learning process. Learning is doing, therefore there is no learning without activity. The learning experience can only be obtained if the students actively interact with their environment.

Based on the observation, the initial in learning the English vocabulary mastery in class X A3 MAN 3 Sleman in semester 2 in academic year 2019/2020 that the learning scores has not reached the KKM. This scoresis still far below the criteria the minimum completeness (KKM) specified, namely:75. Based on the analysis, 38% students has already achieved the KKM and 62% has not reached the KKM.

The hope from the learning carried out is that the result of mastering English vocabulary reaches a score above the KKM or at least students achieve the same score as the KKM.

Students' activities during the English learning process are expected to foster students' confidence in communicating both written and oral. The factors that cause students to lack mastery of Listening, Speaking, Reading and Writing skills are vocabulary. Students are less able to answer questions because they do not master the vocabulary of the questions. Students are lazy to open a dictionary. Students easily forget the vocabulary that has been learned. Students are accustomed to using the Google Translate application. Students become less motivated in learning English, especially mastering vocabulary. This causes students to be lazy in trying to memorize so that the average value of assignments, daily tests, mid-semester assessments and the value of the Final Semester Assessment is still less than the KKM. Another factor that causes students' low vocabulary in learning English is the use of inappropriate learning models, strategies and techniques.

Based on the analysis of the causes of the problem, the step that is thought to be able to increase student activity and mastery of students' English vocabulary is to apply the Three Phase Technique. Three Phase Technique is one of the vocabulary mastery techniques, namely the Three Phase Technique is a learning technique using 3 steps, namely 1) initial activities (presentation), students are given fun/interesting activities to be interested and motivated to learn. Students are introduced and asked questions about the topics to be discussed.; 2) core activities (practice), students get activities related to the core material and mastery of vocabulary related to the topic being studied. Students practice the skills that are the learning objectives; 3) and the final activity (produce), Students practice the vocabulary learned by writing it in sentences.

The Three Phase Technique is a variation of Audiolingualism and a traditional language teaching method. The term "method" in the SLA refers to the practical realization of an approach (Harmer, 2007). Presentation - Practice - Production, is a method to structure teaching (eg grammar or vocabulary) in a foreign language and it can stimulate students to be able to learn a foreign language effectively. So that the three-phase technique is expected to increase student activity and mastery of students' English vocabulary.

The problem formulations of this Classroom Action Research are 1) How can the learning process using the Three Phase technique improve student activity and mastery of English vocabulary in class X A3 at MAN 3 Sleman for the 2019/2020 academic year?; 2) Can the Three Phase Technique increase student activity in class X A3 at MAN 3 Sleman for the 2019/2020 academic year?; 3) 1. Can the Three Phase Technique improve the mastery of English vocabulary in class X A3 at MAN 3 Sleman for the 2019/2020 academic year?

The objectives of this Classroom Action Research were 1) Knowing the learning process using the Three Phase technique to increase student activity and

English mastery of class X A3 students of MAN 3 Sleman in the even semester of the 2019/2020 school year; 2) Knowing how much active students are after the application of the Three Phase technique in class X A3 MAN 3 Sleman in the even semester of the 2019/2020 school year; 3) find out the results of mastery of English vocabulary after the application of the Three Phase technique in class X A3 MAN 3 Sleman in the even semester of the 2019/2020 school year.

Based on the research problems and research objectives stated above, the results of this study are expected to have the following benefits: 1) For madrasah, the results of this study are expected to be able to add information about learning techniques/models; 2) For teachers, the results of this study are used as an alternative in learning English and increasing teacher professionalism; 3) For students, the results of this study can be used to help improve learning activities and help in mastering English vocabulary so that student learning outcomes in English subjects increase; 4) For researchers, the results of this study can increase the activity and mastery of English vocabulary.

LITERATURE REVIEW

1. Students' Activeness

The activeness of students in teaching and learning activities is one of the processes to construct their own. Students actively build an understanding of the problems or everything they face in the implementation of the learning process, student learning activity in the law of "law of exercise" states that the learning process requires the existence of exercises to suggest that individuals are active learning humans and always curious (Dimyati : 2009).

In essence, learning activities can appear in all activities of the teaching and learning process, but the levels can vary depending on the type of learning activity, the material being studied and the goals to be achieved (Hamalik: 2003). Remaining active learning refers to

mental activity, although for many purposes it requires direct involvement in various physical activities. So, what is meant by active learning does not mean that students can do random activities. Student activities are oriented to the provision of how learning actually is. If students are trained to solve problems, they will be able to make decisions because they already have skills in gathering information and realize how important it is to re-examine the learning outcomes they have obtained (Zaenal Arifin: 1999).

2. Vocabulary

The most critical part of learning English is vocabulary.(Fries: 1974; River: 1972; Tarigan, 1993) notes that language is fundamental to vocabulary and that the average language learner is critically important. They say that without vocabulary, language can not be taught. So, since it is essential, students need to master vocabulary. Therefore to help them learn a language quickly, students should have stocks of vocabulary (Burton:1982; Virginia:1983). Students will understand English terms and their meaning in learning vocabulary if students also know how to bring the words together in sentences. Sadly, many students still have trouble placing the words correctly in sentences. Thus, the students often encountered trouble memorizing new words and sometimes did not think about anything. Brown (2001:87-90) notes that there is a very low attention and focus period for students. The researcher may therefore conclude that to enhance their critical thinking and also develop the interest of students, they need a range of learning.

3. Three Phase Technique

Three Phase is divided into three phases, moving from strict teacher supervision to freedom of learning . Three Stages of applying the Three Phase Technique.

a. Presentation Phase

The presentation stage usually consists of two stages, namely at this stage students are given fun activities to be interested and motivated to learn. The next stage, students are introduced to the topic to be studied. Students answer questions about the topic to be studied.

b. Practice Phase

The practice stage is the focus is on the structure. Researchers provide opportunities for students to practice the material learned in a controlled way. Students get activities related to the core material. These activities are intended for students to practice the skills that are the learning objectives.

c. Production Phase

Once learners have fully mastered the structure of the language and have learned how to produce it without errors in controlled exercises, they can move on to the production stage (free). In this phase, they use newly learned language structures and vocabulary to produce spoken and written texts. Typical production activities include dialogue, oral presentation, and the production of longer sentences, paragraphs or text.

Through this learning model, students become more active and less bored in learning English. With learning situations that are built in TPT (Three Phase) learning Technique) namely the disappearance of boredom, the emergence of activity, and awakening comfortable learning atmosphere, it will spark the enthusiasm of students in learning learn English, which in the end the students' mastery of English vocabulary will increase.

Based on the results of research by Siti Rohayati (teacher of SMA Negeri 1 Pleret, Bantul) in 2019, it shows that using the Three Phase Technique can improve students' learning outcomes of English vocabulary mastery in cycle 1, students who get a complete score (=/> KKM) are 50% and in the second cycle increased to 86.36%. In addition, the results of the study also showed an increase in teacher activity, student activity, student affective and student psychomotor.

The results of research by Ika Yusidha (teacher of SMAN 01 Jenggawah, Jember) in 2017 showed that using the Three Phase Technique in teaching could improve students' English vocabulary mastery results in cycle 1 with an average scores of 70.76 (67.5%), cycle II 80.15(80%). In addition, the results of the study also showed an increase in teacher competence in teaching and collaboration in groups (student activities) in mastering English vocabulary.

METHOD

This Classroom Action Research (CAR) was conducted in class X A3 MAN 3 S leman, Yogyakarta. The total number of participants in class X A3 is 29 students. Students consist of 13 boys and 16 girls.

This research is a classroom action research that focuses on efforts to change the current conditions towards the expected conditions in terms of mastery of English vocabulary. This type of research is used because the researcher will find out the increase in vocabulary mastery by using the Three Phase Technique. The design of classroom action research adapts the Kemmis and Mc Taggart classroom action research model starting with planning, action, observation, and reflection.
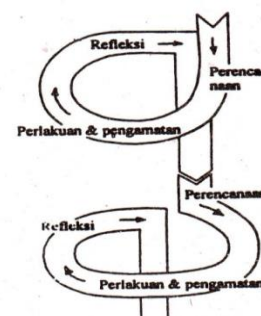

Figure.1 Kemmis Class Action Research Modeland Mc Taggart's Cycle 1988 (Burns, 1999)

This research was conducted in two cycles. Each cycle carried out three meetings. This research was conducted for approximately three months

(including the preparation of the proposal to the preparation of the report). The expected result of each cycle is a change in student behavior in the form of increased student activity and academic competence (learning outcomes).

This Classroom Action Research uses the Observation and Test methods in obtaining research data. This observation method is used to obtain data about the process of implementing the action using the Three Phase Technique. In carrying out this observation, the researcher was assisted by three colleagues with the intention that the learning process could be coordinated in as much detail as possible from the aspect of learning steps, teacher and student behavior. To make observations, researchers used observation sheets to determine teacher activities and observation sheets to determine student activities.

Quantitative data obtained from the results of the end of the cycle were processed using a percentage description. Furthermore, the categorization of the achievement of English vocabulary mastery results used the standard (a) incomplete (N<KKM), (b) complete (N=>KKM). The scores obtained by students who have completed and have not completed are calculated. After knowing the number of each, then the percentage is divided by the number of students multiplied by 100%. Then it will be obtained the percentage of students who scored (a) incomplete and (b) completed.

Performance indicators from quantitative data, in the form of the results of students' English vocabulary mastery during learning. This corrective action is said to be successful, as indicated by: (a) the value of the result of mastery of English vocabulary from cycle to cycle has increased, (b) categorization of the achievement of vocabulary mastery results with standards (a) not yet complete (N<KKM) and (b) complete (N=/> KKM). CAR is said to be successful if 80% of students reach the KKM or exceed the KKM.

Indicators of success are also shown by qualitative data in the form of teacher activities and student behavior, namely increasing activity in each cycle. Student activity is categorized into (1) low, (2) moderate, and (3) high. The category is based on the results of observations of student activity in learning where the low category if the student's observation score is between 0-3, the medium category if the student's observation score is between 4-7 and the high category if the student's observation score is between 8-10. The action is successful if at least the percentage of students with low student activity has reached 0%.

Based on the explanation above, the hypothesis of this CAR action is as follows: "Three Phase Technique can increase the activeness and mastery of English vocabulary for students of class X A3 MAN 3 Sleman in the 2019/2020 academic year."

RESULTS AND DISCUSSION

1. Results

Cycle 1

The action plan in cycle 1 to improve activeness and mastery of English vocabulary was made a Learning Implementation Plan (RPP) for three meetings (complete RPP attached). RPP was developed using the Three phase technique in accordance with the steps discussed in the theoretical study. The basic competence that will be taught in this lesson plan is Recount with the theme Historical Event.

Based on the results of observations made by three observers (colleagues), using observation sheets in three meetings. The first meeting was Friday on 7 February 2020, the second meeting was Thursday 13 February 2020 and the third meeting was Friday 14 February 2020, it was found that the learning process took place as follows;

1) First Meeting

In general, it is in accordance with the action plan (RPP meeting one). Based on observations and results of data analysis, it is known that there are several learning steps that are not carried out optimally, namely as follows; a) The media has not been used in the learning process so that students are not motivated to get involved in mastering vocabulary. b) Optimization of each step of learning must be done again clearly and directed. c) Maximizing in explaining new skills/concepts in using new vocabulary.

The results of the reflection activities are as follows: a) Teachers (researchers) must use media at the beginning of learning so that students are motivated to be actively involved in learning English, b) Teachers must optimize work steps clearly, c) Teachers must maximize in explaining concepts using new English vocabulary, and d) Teachers (researchers) in general must optimize action steps that score Good (2) increase to Very Good (3).

2) Second Meeting

In general, it is in accordance with the action plan (RPP meeting one). Based on observations and results of data analysis, it is known that there are several learning steps that are not carried out optimally, namely as follows;
a) The students were not motivated to get involved in mastering vocabulary because of the limited media. b) The step of learning must be done again clearly and directed. c) The explanation of new skills/concepts in using new vocabulary was not clear enough for the students.

The results of the reflection activities are as follows: a) Teachers (researchers) must use innovative/colurful media at the beginning of teaching learning process to motivate the students to be more active, b) Teachers must explain the work steps clearly, c) Teachers must explain the concepts using new English vocabulary clearly, and d) Teachers (researchers) in general must optimize action steps that score Good (2) increase to Very Good (3).

3) Third Meeting

In general, it is in accordance with the action plan (RPP of the third meeting). The third meeting was still the same as the first and second meetings. The drawbacks are also relatively still the same as at the first and second meetings.

According to observer 1, it was found that the percentage of students who had low activity was 31.03%, medium was 34.48%, and high was 34.48%. According to observer 2, it was found that the percentage of students who had low activity was 37.93%, medium was 51.72%, and high was 10.34%. According to observer 3, it was found that the percentage of student activity was low at 34.48%, moderate at 48.27% and high at 17.24%. If the average of the three observers obtained data that the percentage of low student activity was 34.48%, medium 44.82% and high 20.70%. When compared with student activity in the initial conditions are as follows:

Table 1. Students' Activeness

No	Activeness Category	Initial Condition	Cycle 1
1	High	13,80%	21,85%
2	Medium	27,58%	42,53%
3	Low	58,62%	35,62%

The table above shows that student activity in cycle 1 has increased. Still CAR has not been said to be successful, because the indicator set is if the percentage of student activity in the low category reaches 0%. The three observers indicated that the learning in general was good, but there were several things that needed to be improved: a) The media has not been used in the learning process so that students are not motivated to get involved in mastering vocabulary. b) Optimization of each step of learning must be done again clearly and directed. c) Maximizing in explaining new skills/concepts in using new vocabulary.

Based on the test results of mastery of English vocabulary conducted at the end of cycle 1, it is known as follows:

Table 2. The results of students' English vocabulary mastery

No	Score Category	Initial Condition	Cycle 1
1	Below KKM(<75)	62,06%	37,94%
2	Completed KKM(=/>75)	37,94%	62,06%

The table above shows that the results of mastery of English vocabulary have increased after the action has been taken. The percentage of students who have not completed (<75) has decreased from the initial condition to cycle 1 (from 62.06% to 37.94%). The percentage of students who have completed (=/>75) has increased from the initial condition to cycle 1 (from 37.94% to 62.06%).

The indicator of the success of this CAR is that CAR is said to have been successful if the percentage of students whose English vocabulary mastery scores have been completed reaches a minimum of 80%. The table shows that the percentage of students whose grades have completed has only reached 62.06%, so the CAR should be continued in cycle 2.

After reviewing the learning process carried out in cycle 1, about how the results of students' mastery of English vocabulary, and how active students were, the researcher reflected. This activity is assisted by colleagues. The aim is to carry out repair solutions that can be carried out in cycle 2. The results of the reflection activities are as follows: a) Teachers (researchers) must use media at the beginning of learning so that students are motivated to be actively involved in learning English, b) Teachers must optimize work steps clearly, c) Teachers must maximize in explaining concepts using new English vocabulary, and d) Teachers (researchers) in general must optimize action steps that score Good (2) increase to Very Good (3).

Cycle 2

The action plan in cycle 2 to improve the activity and results of mastery of English vocabulary was made Learning Plans (RPP) for three meetings (complete lesson plans attached). RPP was developed using the Three Phase Technique in accordance with the steps discussed in the theoretical study. The basic competency that will be taught in this lesson plan is Recount with the Patriot theme.

In general, the learning steps in cycle 2 are the same as in cycle 1. The difference is in the action, that is, each step is optimized according to the results of reflection in cycle 1. The improvements are as follows: 1) Teachers (researchers) must use media at the beginning of learning so that students are motivated to be actively involved in learning English, b) Teachers must optimize work steps slowly and clearly so that the students can understand, c) Teachers must maximize in explaining concepts using new English vocabulary, and d) Teachers (researchers) in general must optimize action steps that score Good (2) increase to Very Good (3).

Based on the results of observations made by three observers using the observation sheet (attached) in three meetings, the first meeting was on Friday, February 21, 2020. The second meeting was on Thursday, February 27, 2021. The third meeting was on Friday, February 28, 2021. that the students' activeness in learning process takes place as follows:

Table 3. Students' Activeness

No	Activeness Category	Initial Condition	Cycle 1	Cycle 2
1	High	13,80%	21,85%	55,17%
2	Medium	27,58%	42,53%	44,83%
3	Low	58,62%	35,62%	0%

The table above shows that student activitiness in cycle 2 has increased. In cycle 2 the activeneness in low category has already reached 0%.

When compared with the results of learning English vocabulary mastery in the initial conditions and cycle I, the results of learning English vocabulary mastery in cycle II have increased. It can be seen from the following table.

Table 4. The results of students' English vocabulary mastery

No	Score Category	Initial Condition	Cycle 1	Cycle 2
1	Below KKM(<75)	62,06%	37,94%	17,24%
2	Completed KKM(=/>7)	37,94%	62,06%	82,76%

The table above shows that the results of mastery of English vocabulary have increased after the action has been taken. The percentage of students who have not completed has decreased from cycle 1 to cycle 2 (from 37.94% to 17.24%). The percentage of students who have completed has increased from cycle 1 to cycle 2 (from 62.06% to 82.76%).

The success indicator of this CAR is that this CAR is said to be successful if the percentage of students whose English vocabulary mastery scores have been completed reaches a minimum of 80%. The table shows that the percentage of students whose grades have completed and exceeded has reached 82.76%, so this CAR has been successful.

The results of data analysis showed that the learning process for mastering English vocabulary in cycle 2 was much better than in cycle 1. In general, the learning process in cycle 2 was very good. From these data it shows that the actions taken by the teacher (researcher) continue to improve and have reached the target, so this CAR cycle is completed in cycle 2 only.

2. Discussion

Each phase of the Three Phase Technique shows that the learning process for mastering English vocabulary varies. In general, these steps can have an impact on increasing students' activeness and mastery of English vocabulary. However, the results of this study indicate that each phase of learning must be done creatively and innovatively. meaning that the teacher has a central role in designing each phase of the Three Phase Technique. This can be seen as follows:

Cycle 1

In this cycle the teacher has implemented the Three Phase Technique steps according to the procedure. But in its implementation it is not optimal because there are several steps taken that require creativity and innovation, namely (a) the use of learning media has not been carried out, (b) set learning steps, (c) explaining new concepts. But in general, in this cycle the results were better than the initial conditions from the aspect of activeness and the results of students' mastery of English vocabulary.

After the reflection discussion was carried out, these deficiencies were corrected, namely by (1) the teacher (researcher) must be able to develop the right media to make it easier for students to receive lessons so that students are ready to receive the subject matter. (2) The teacher (researcher) must improve how to define the learning steps more clearly so that students know clearly the learning steps that will be undertaken, (3) The teacher (researcher) must improve in explaining or demonstrating new skills, especially those related to by practicing/making sentences using new vocabulary, (4) Teachers (researchers) in general must optimize action steps that score Good (2). Upgrade to Excellent (3).
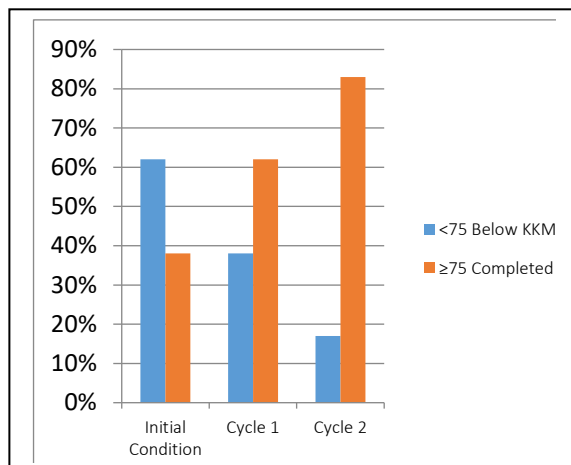
Cycle 2

From the data analysis, the results of students' mastery of English vocabulary showed that from the initial conditions to the first cycle and second cycle there was a significant increase. The percentage of mastery of English vocabulary in cycle II has reached the target (performance indicator) and even exceeded. These data indicate that the learning process carried out by the teacher (researcher) has an impact on improving the results of students' mastery of English vocabulary. For more details, see the following tables and graphs.

Table 4. The results of students' English vocabulary mastery

No	Score Category	Initial Condition	Cycle 1	Cycle 2
1	Below KKM(<75)	62,06%	37,94%	17,24%
2	Completed KKM(=/>7)	37,94%	62,06%	82,76%

Chart 1. The results of students' English vocabulary mastery

From the analysis of student activity data, it was shown that from the initial conditions, cycle I and cycle II experienced a significant increase. In the second cycle the percentage of students whose activity was low had reached 0%. So it has reached the target as set out in this research indicator. For more details can be seen in the following tables and graphs.

Table 5. Students' Activeness

No	Activeness Category	Initial Condition	Cycle 1	Cycle 2
1	High	13,80%	21,85%	55,17%
2	Medium	27,58%	42,53%	44,83%
3	Low	58,62%	35,62%	0%

Chart2. Students' Activeness
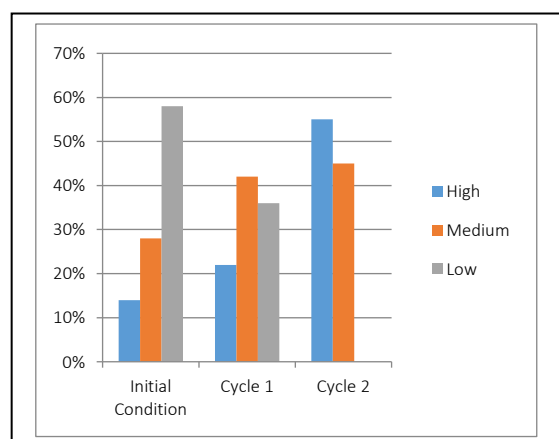
From the data analysis, it shows that the learning process carried out in the second cycle is much better than in the first cycle. In general, the learning process in the second cycle is in a very good category. This shows that this technique can be used as an alternative technique so that learning English is more varied and fun for students. This is in line with research conducted by Siti Rohayati (teacher of SMA Negeri 1 Pleret, Bantul) in 2019, it shows that using the Three Phase Technique can improve students' learning outcomes of English vocabulary mastery. Application Three Phase Technique serves to link information new with existing knowledge students (Harmer, 2007). Therefore, This technique can provide opportunities for students to apply and develop ideas or ideas critically and communicative in English (Skinner, 1957).

The data analysis shows that the learning process carried out in the second cycle is much better than in the first cycle. In general, the learning process in the second cycle is in a very good category. From these data, it shows that the actions taken by the teacher (researcher) continue to improve and have reached the target. So this PTK cycle is completed in cycle 2 only.

CONCLUSION AND SUGGESTIONS

1. Conclusion

The results of the study with the title "Improving Mastery of English Vocabulary through Three Phase Techniques for Class X IPA3 Students at MAN 3 Sleman Even Semester for the Academic Year 2019/2020, can be concluded as follows: 1) 1. This study shows that the results of students' vocabulary mastery have increased after learning with the Three Phase Technique. The percentage of students who have not completed has decreased from cycle I to cycle II (from 35.62% to 17.24%). The percentage of students who have completed has increased from cycle I to

cycle II (from 64.38% to 82.76%). The indicator of the success of this CAR is that this CAR is said to be successful if the percentage of students whose vocabulary mastery scores have been completed reaches a minimum of 80%. The table shows that the percentage of students whose grades have completed has reached 82.75%, so this CAR has been successful; 2) This study also shows that the activeness of students from the initial conditions, cycle I and cycle II continues to increase. In the initial conditions to the first cycle and to the second cycle the percentage of student activity in the low category continued to decline, namely 58.62% - 35.62% - 0%. The medium category is from 27.58% - 42.53% - 44.83%. Medium category is high from 13.8% - 21.85% - 55.17%; 3) The process of learning vocabulary mastery using the Three Phase Technique is as follows: Stage 1: Presentation, Stage 2: Practice and Stage 3: Produce. The implementation from cycle I to cycle II has improved.

2. Suggestions

From the research results obtained from the previous description so that the teaching and learning process for mastering English vocabulary is more effective and provides optimal results for students, it is conveyed as follows:

1) To carry out learning with the Three Phase Technique requires sufficient preparation, namely in the form of preparation of learning media that facilitate students' understanding in working on questions, practical methods/ways of working on practice questions and learning motivation.

2) In order to improve the achievement of students' English vocabulary mastery results, teachers should train students more often with various techniques, methods even at a simple level, where students will be able to find new knowledge, acquire concepts and skills, so that students are successful or able to solve problems. - problems he faces.

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