

**IMPROVING STUDENT'S VOCABULARY MASTERY
THROUGH SUGGESTOPEDIA**

**(A Classroom Action Reseach on the Eighth Grade Student of MTs
Hidayatul Mubtadiin Tegalarum Magetan in Academic year 2016/2017)**

THESIS



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CHAPTER I

INTRODUCTION

A. The Background of The Study

In Indonesia, English language is considered as an important subject and the first foreign language that must be learned and has been taught from elementary school as a local content subject, and junior high school, senior high school and up university as compulsory content subject. English is one of the most important languages. As we know that English language become the international language, so many people learn English for many purposes, such as for English teacher, English Lecturer, tourism, etc. So, English is very important in communication worldwide.

Besides that in learning process, Jeremy Harmer stated that there are four basic language skills which students have to learn. They are speaking, reading, writing, and listening.¹ The student also learn grammar, structure and vocabulary. Based on the decree of the minister of Education and culture number 22 of 2006 about content standard, the graduation of standard competence and the objective of English teaching at junior high school or MTs that called develop competencies communicate in the form of spoken and written to read the level of functional literacy, have the awareness of the importance of english to improve competitiveness in the global community.²

¹Jeremy Harmer, *The Practice of English Language Teaching*,(New York : Longman, 1991), p. 16

²Badan Standar Nasional Pendidikan (BNSP), *Standar Isi, Standar Kompetensi dan Kompetensi Dasar SMP/MTs*, (Jakarta, 2006), p. 123

In learning a new language, one thing that can be forgotten is vocabulary. It is part of language that must be learnt in learning new language. River states that the acquisition of an adequate vocabulary is essential for successful second language use. because without an extensive vocabulary, someone will be unable to use the structure and functions we may have learned for comprehensible communication. It is one of the reasons why vocabulary should be taught.³James Coady and Thomas Huckin climed that Vocabulary is central to language and of critical importance to the typical language learner. They stated further that vocabulary is how many words one must know (be able to recognize automatically irrespective of vocabulary context) in order to be able to use the higher level processing strategies with success. Someone must have a lot of words to be able to communicate with the others in societies.⁴

The persistence of communication depends on how much vocabulary that someone has. Someone will be able to speak fluently if they have enough vocabulary. For example at the junior high school level the teaching of English level should be conducted entirely in English. If the students have limited vocabulary, they will not be able to understand what is being explained by the teacher.

Based on interview with the teacher english language in April 2017, the teacher of MTs Hidayatul Muftadiin Tegalarum, the students' achievement in learning English is still low; it can be seen from the score of

³David Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p. 117

⁴James Coady and Thomas Huckin, *Second Language Vocabulary Aquisition*, (New York: Chambridge University Press, 1997), p. 5

the students in the last exercise. The mean score is 60. The score is under the standard score of KKM Bahasa Inggris (English standard score) in MTs Hidayatul Mubtadiin, which is 75. Then the students have difficulties to memorize the word, so they have limited vocabulary. As foreign language learner the students must have about 3,000 vocabularies. In fact, most of the eighth grade students of MTs Hidayatul Mubtadiin only master vocabulary less than 1,000 vocabularies. This condition is caused by some factors; every teaching in context long paragraf students more understand what they readed. Teachers try to teach by using language system and students less responded with what has been delivered by the teacher. View of what has been done less motivation, audiolingual, and practice to try became more curious about this became less effective in learning. the one of English components taught to the teacher is vocabulary because it has primary role for all language skills.

The low achievement of students' vocabulary mastery in MTs Hidayatul Mubtadiin Tegalarum is a result of the major problem. Firstly in teaching vocabulary, the teacher still uses teacher-centered approach. Teacher-centered approach is a kind of approach in which the teacher has important rules and does not allow the students to be active in teaching learning process. It means that the students have no freedom to explore their idea and feeling, so they often feel bored in the class. Secondly, the teacher never uses a media that can help the students master more vocabulary.

It can be indicated from their English score, which is still low. Furthermore, the interview related that in the eighth grade student's of MTs

Hidayatul Mubtadiin Tegalarum have difficulty in mastering vocabulary. Most of them think that English is a difficult subject, especially in memorizing vocabulary. One of the students says that English is difficult subject because in learning English she must memorize new words that unfamiliar and it makes her confuse or difficult to understand. Beside that she says that the learning process make her bored, because the activities is just memorizing words without implementing in real activities.

In fact, all of students often find new word every study English with their teacher, and they do not know it. The students also difficult to differentiate among verb, adverb, noun and adjective. The difficulty of learning English is not only at junior high school but also at the senior high school and even at the university. Because process of learning English as foreign language is same with the process when the children learn to talk for the first time.

To overcome those problems, the teacher should present the English lesson as interesting as possible. Beside that the teacher should choose the appropriate method. In English teaching learning, there are so many kind of method to teach students. Every method has strengths and weakness.

Teaching English successfully is not just a question of method. Avarious method in teaching process is needed. The method should be interesting and it is should related to 'who' and 'what', is being touch. Every teacher develops their method in teaching vocabulary. She tries out different

techniques and refines those that suit her and the subject matter she is dealing with.⁵

To avoid boredom in learning vocabulary, the teacher should use interesting method. One of methods that can be used is suggestopedia. According to Lazanov suggestopedia is a specific set of learning recommendations derived from suggestology.⁶ Suggestopedia claimed as a dramatic learning process. It is based on the characteristics of suggestopedia; the decoration, furniture and arrangement of the classroom, the authoritative behavior of the teacher and the main characteristic of suggestopedia is the use of music through teaching learning process. Music can be used for therapy; it is to facilitate the establishment and maintenance of personal relations, to bring about increased self-esteem through increased self-satisfaction in musical performance, to use the unique potential of rhythm to energize and bring order, and the last one to relax learners in learning process.⁷

Based on the reason above, the writer is interested to conduct a research entitled “Improving Students’ Vocabulary Mastery Through Suggestopedia (A Classroom Action Research on the Eighth Grade Student of MTs Hidayatul Mubtadiin Tegalarum Magetan in Academic Year 2016/2017)”.

⁵John Haycraft, *An Introduction to English Language Teaching*, (California: Pearson Longman, 1978), p. 6

⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Chambridge University Press, 1988), p. 100

⁷Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Chambridge University Press, 1988), p. 102

B. Statement of The Problem

Based on the problem limitation, the writer formulates the problem statements as follows: How can suggestopedia method improve students' English vocabulary mastery at the eighth grade student of MTs Hidayatul Muftadiin Tegalarum Magetan of 2016/2017 academic year effectively?

C. Objective of The Study

The objective of the researcher is improve students' English vocabulary mastery by using suggestopedia method at the eighth grade in MTs Hidayatul Muftadiin Tegalarum Magetan.

D. Benefit of The Study

The writer hopes this research will give the benefit in English teaching learning process, especially in teaching vocabulary. There are two kinds of benefit that can be taken from this research; theoretical and practical benefit.

1. The result of the research can be used as an input in increasing English vocabulary in eighth grade students of MTs Hidayatul Muftadiin Tegalarum in the Academic year 2016/2017.
2. The contribution of suggestopedia method will make the eighth grade student of MTs Hidayatul Muftadiin Tegalarum to be active in English lesson.
3. Through suggestopedia activities, the eighth grade students of MTs Hidayatul Muftadiin Tegalarum relax during the lesson.

4. The result of the research can be used as reference for those who want to conduct a research in increasing vocabulary mastery.
5. By using suggestopedia in teaching English, especially English vocabulary, the researcher can use of the result of this research when they teach the student in school in improving vocabulary mastery.

E. Organization of The Thesis

Thesis organization has a function to make easier to reader to understanding this thesis. This thesis consist five chapters they are:

Chapter I : in this chapter is introduction, consist of : The Background Of The Study, Problem Statement, The Objective Of The Study, The Benefit Of The Study.

Chapter II : it is review of related theories, consist of : General View Of Vocabulary, Review On Suggestopedia, Rationale, Hypothesis.

Chapter III : research methodology, consist of : The research Setting The Subject of The Research, The method of The research, The Model of Action Research, The Procedure of Action Research, The Technique of Collecting Data, The Instrument of Collecting Data, The Technique of Analyzing Data.

Chapter IV : research findings and discussion, this chapter contained of Pre Research Research Implementation, CYCLE 1 :Identifying The Problems, Planning The Action, Implementing The Action Research, Observing and Monitoring The Action ,Reflecting and Evaluating the Result of the Observation. CYCLE 2 Revised Plan, Implementing the Action, Observing and Monitoring the Action, Reflecting and Evaluating the Result of the

Observation and Research Findings and Discussion Research Findings,
Research Discussion.

Chapter V: conclusion, implication and suggestion



CHAPTER II LITERATURE REVIEW

A. Vocabulary

1. Definition of vocabulary

Talking about vocabulary, there are general perception that vocabulary is always related to words and dictionary. Vocabulary is a central of language and of critical importance to typical language learner. Without mastering vocabulary, someone cannot communicate effectively or express her ideas in both oral and written form. Vocabulary is important because it can be used as basic foundation to construct a word into a good sentence. It is the reason why the students should have to mastering vocabulary.

There are several definitions of vocabulary that the writer presents. E. M Hatch And C. Brown say that vocabulary refers to a list or set of words for a particular language or set of words that individual speakers of language might use. People need vocabulary or words for communication. People might think that vocabulary is only system involved in alphabetical order, but Modern lexicographers say vocabulary is more than alphabetical ordering of words in dictionaries; they look for system.⁸

Supporting E. M Hatch And C. Brown idea, P.C Burns And B.L Broman stated vocabulary is a stock of words used by person, class or profession. Words are needed by someone, or group of people and some profession for share their idea to another and almost every individual uses several different vocabularies. It depends on their age, habit and environment an. For example, doctor and businessman need different vocabulary. Doctor need words about healthy but businessman need vocabulary about business.⁹

⁸Hatch,E.M And Brown, C. Vocabulary Sentence and Language Education, (London: Oxford University Press, 1995), P. 1

⁹Burns,P.C AndBroman, B.L.*The Language Art's in Childhood Education*, (Chicago: Rand Mc Nally Collage Publishing Company, 1975), p. 295

Furthermore, James Coady and Thomas Huckin say that vocabulary is central to language and of critical importance to the typical language learner. Besides that they say that vocabulary is how many words one must know (be able to recognize automatically irrespective of vocabulary context) in order to be able to use the higher level processing strategies with success. Someone must master a lot of vocabulary to be able to communicate with the other in societies. Without master or have a lot of vocabulary someone will have difficulties in communication. After master a lot of vocabulary someone should know how to use and choose the appropriate words in a certain context.¹⁰

Vocabulary is more than a list of words, and although the size of One's vocabulary matters, it is knowing how to use it which matters most. The best comparison is to an artist's palette of colours which can be mixed and applied to create powerful effects.¹¹

From definition above, the writer concludes that vocabulary is a stock or list of words that used by individual to express and the total numbers of words, a list or set of words in a particular language that to communicate their ideas in society based on his need.

2. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. mastery is great skillfulness and knowledge of some subject or activity. According to Webster mastery refers to (1) a. The authority of a master: dominant, b. The upper hand in a contest or competition; superiority, ascendancy and (2) a. Possession or display of great skill or technique, b. Skill or knowledge that makes one master of a subject comment. In other hand Hornby states that

¹⁰Coady, J. and Huckin, T. Second Language Vocabulary Acquisition, (New York: Cambridge University Press, 1997), p. 5

¹¹McCarten, Jeanne. Teaching Vocabulary Lesson from the Corpus, Lessons for the Classroom. (USA: Cambridge University Press. 2007).

mastery is a complete knowledge or complete skill.¹² From that definition, mastery means the complete control of knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words.¹³ Vocabulary mastery refers to great skill in processing words of a language. It is an individual achievement and possession for the reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.¹⁴

Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).¹⁵

From the definition of vocabulary and mastery that state by some experts, the writer concludes that vocabulary mastery is an individual's great skill to recognize and using words of language to communicate with another person.

3. Construct for Vocabulary Mastery

From the explanation above, it can be concluded that vocabulary is a stock or list of words that used by individual to express and to

¹²Hornby, A.S. Oxford *Advanced Learner's Dictionary of Current English*, (London: Oxford University Press, 1995), p. 721

¹³Hatch, E. M. and Brown, C. *Vocabulary Sentence and Language Education*, (London: Oxford University Press, 1995)

¹⁴AlQahtani, Movareh. *The Importance of Vocabulary in Language Learning and How To Be Taught*. International Journal of Teaching and Education, Vol: III, (Saudi Arabia: King Khaled Academy, 2015), p. 26

¹⁵Lewis, L. & Hill, J. *Practical Techniques for Language Teaching*, (London: Language Teaching Publications, 1990), p. 12

communicated their ideas in society based on his need. Vocabulary mastery is an individual's great skill to recognize and using words of language to communicate with another person.

There are many aspects of vocabulary mastery. In this research, the researcher limits the aspect of vocabulary mastery as follows: 1) Form (pronunciation), 2) Grammar (choose an appropriate word and using words in sentence, 3) Meaning (meaning relationships and understanding the meaning of the word).

4. Kind of Vocabulary

In using vocabulary in the receptive and production of language, Beck, McKeown, and Kucan differ the kinds of vocabulary into their own words, and tier three words. The following is the discussion about these three kinds of vocabulary, these are:

- a. Tier one words is consisting of basic words which have high frequently in the life.¹⁶ It means the words which is used in daily activity. The examples of tier one words are eat, happy, sleep, walk, ect.
- b. Tier two words is a words high frequency for mature language users and found across a variety of knowledge domains.¹⁷ In other meaning, tier two words is a words which used by people in broad knowledge context and it has high frequent in our life. The examples of tier two words are coincidence, absurd, industrious, fortunate, ect.
- c. Tier three words is words that low frequency use and limited to specific knowledge domains.¹⁸ Thus, tier three is words which have

¹⁶Beck, I. L. McKeown, M.G.M & Kucan L, Bringing words to life: Robust Vocabulary Instruction (New York: Guilford Press, 2002), p. 156

¹⁷Ibid, p. 156

¹⁸Ibid., p. 156

low frequent in using and usually used in specific knowledge such as geography, and science. For examples isotope, lathe, peninsula, refinery, ect.

In other hand Jhon Haycraft in E. M Hatch And C. Brown divide vocabulary into two parts:¹⁹

- a. Active vocabulary is words that the students can understand, pronounce correctly and use unconstructively in speaking and writing.
- b. Passive vocabulary is a word that the students cannot produces correctly by themselves.

Similar with Jhon Haycraft, Jeremy Harmer classifies vocabulary into two parts: active and passive vocabulary. “Active vocabulary refers to vocabulary that students have been thought or learnt and which they are expected to be able to use, while passive vocabulary is the letters refers to words which the students will recognize when they meet the words but which they will probably not be able to produce”.²⁰

From the definition above can be seen that in active vocabulary, students learn a new word and they are able to use it in communication. The students can express their idea using the words but in passive vocabulary, the students just learn and know a lot of new words but cannot use the words in communication.

5. Aspect of Vocabulary

¹⁹Hatch, E.M And Brown, C. Vocabulary Sentence and Language Education, (London: Oxford University Press, 1997), p. 44

²⁰Setiawati, Rahayu Windu, *Improving Students' Vocabulary Mastery Through Suggestopedia*. Thesis University Surakarta Sebelas Maret, 2011, p.10

In learning vocabulary, Jeremy Harmer says that there are some aspects that both the teacher and students should be attention. Those aspects will be explained bellow:²¹

a. Meaning

Talking about vocabulary items, it frequently has more than one meaning. It depends on the context. Besides that, the thing that cannot be forgotten is between a word and other words have meaning correlation.

b. Word Use

Word meaning is the frequently stretched through the use of metaphor and idiom. Besides that it is also governed by collocation which words go with each other. Besides that we often use words only in certain social and topical context. Usually what we say based on the style and habit of a group or society we are in.

c. Word Formation

There are lot of things that students need to know in learning word formation, those are;

- 1) The students need to know about word formation and how twist words to fit different grammatical context.
- 2) The students need to know how suffixes and prefixes work. It include show to make the words potent and expensive opposite in meaning.
- 3) The students need to know how words are spelt and how they sound.

²¹Harmer, Jeremy. The Practice of English Language Teaching, (New York : Longman, 1991).

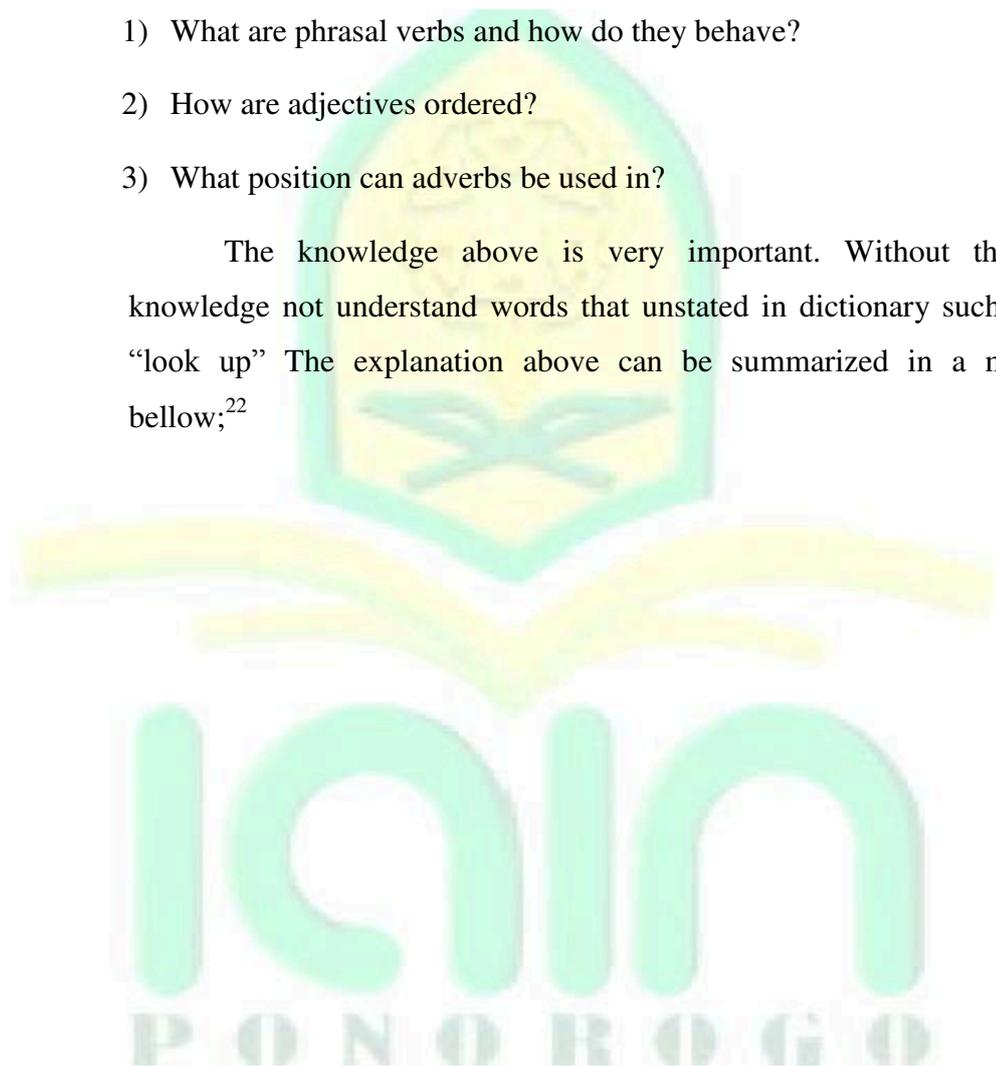
- 4) The students need to know the words are written and spoken and knowing how they can change their form.

d. Word Grammar

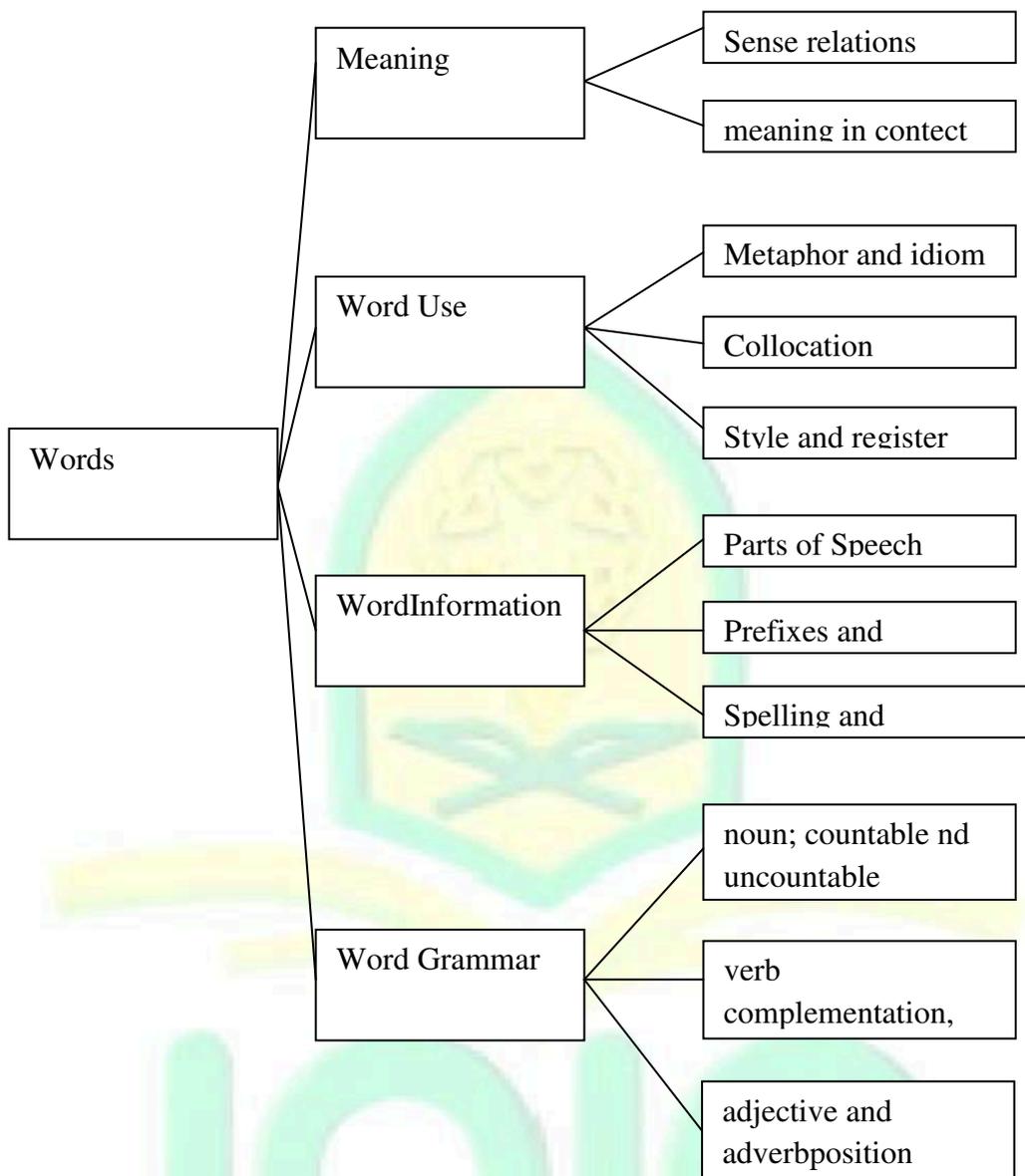
There are many of areas of grammatical behavior that student needs to know, those are

- 1) What are phrasal verbs and how do they behave?
- 2) How are adjectives ordered?
- 3) What position can adverbs be used in?

The knowledge above is very important. Without those knowledge not understand words that unstated in dictionary such as “look up” The explanation above can be summarized in a map bellow;²²



²²Setiawati,Rahayu Windu.*Improving Students' Vocabulary Mastery Through Suggestopedia*. Thesis University Surakarta Sebelas Maret, 2011, p.11



Supporting Jeremy Hammer ideas, penny Ur divided word into some aspects, those are;²³

1) Form

Vocabulary mastery involves the mastery on pronunciation (what a word sound like) and spelling (what it looks like). In teaching

²³Ur, Penny **A Course In Language Teaching; Practice And Theory** (New York: Cambridge University Press, 1996), p.60-62

the teacher must make sure that the learner has to know how the word is sounded and how the word is spelled.

2) Grammar

The teacher needs to teach the grammar of new word if this is not obviously conversed by general grammatical rules. A word may have an unpredictable change of form in certain grammatical context, so it necessary to improve the learners with the information at the same time the teacher teaches the base form of a word.

3) Collocation

Another factor that makes a particular combination sound right or wrong in given context is the collocations typical of particular items.

4) Aspect of Meaning (Denotation, connotation and appropriateness)

Denotation is a meaning of a word that primary refers to in the real world. It is often the sort of definition in dictionary. Meanwhile, connotation is a less obvious component of the meaning of an item. The association, or positive and negative feeling it evokes, which may or not be indicated in a dictionary definition. Besides these aspects that also needs to be taught is wheatear a particular item is the inappropriate one to use in certain context or not. It is unusefull for learners to know that a certain words is very common, or relatively are or taboo in polite conversation, or tends to be used in writing but not in speech, or more suitable for formal than informal situation, or belongs to a certain dialect.

5) Aspect of Meaning (Meaning Relationships)

How the meaning of one item relates to the meaning of others can also be useful in teaching. There several of meaning relationships, they are; synonym, hyponym, co-ordinate, co-hyponym, super coordinate, and translation.

6. Teaching and Learning Vocabulary

The basic of teaching and learning English is concerned with the students' abilities to use four language skills. In using language skills, they need lots of vocabularies because they have important role in language learning. Without having vocabulary it is impossible to build communication using words.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word.²⁴ Students have to be able to understand and demonstrate vocabulary after they get from teacher taught.

Teaching is a complex process. According to Kimble and Garmazy as reported in Douglas Brown, teaching is showing and helping someone to learn or to do something.²⁵

In recent years, the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension based approaches to language development, partly due to the research efforts of influential applied linguists and partly due to the exciting possibilities opened up by the development of computer based language corpora.²⁶

Learning vocabulary becomes an activity in itself a separate one rather than an integral part of learning academic content. The result is lack of awareness of the strong relationship between conceptual knowledge and reading comprehension. Content area vocabulary must be taught well enough to remove potential barriers to students' understanding of texts as well as promote a long term acquisition of the language of a content area.²⁷

²⁴ Ibid, p.60

²⁵ Douglas Brown, Principle of Language Learning and Teaching, (San Francisco State University : Prentice Hall, 1984), p.7

²⁶ Nunan, David. Second Language Teaching and Learning, (Heinle and Heinle Publisher 1999), p.103

²⁷ Richard T. Vacca and Jo Anne L. Vacca, Content Area Reading Literacy and Learning Across the Curriculum (New York: Longman 1999), p.314

Learning is gaining knowledge or skill in (a subject or activity).²⁸

There are some components of the definition of learning:²⁹

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information of skill.
- c. Retention implies storage system, memory cognitive organization.
- d. Learning involves active, conscious focus on and acting upon event outside or inside the organism.
- e. Learning is relatively permanent, but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

Meanwhile, learning vocabulary means that the students' studying language then getting and receive information about a list of new words and their meaning. Learning is relatively permanent change in the ability exhibit a behavior. This change occurs as the result of successfulness or unsuccessfulness experience. Successfulness and unsuccessfulness, in fact are influenced by many factors, those are the roles of students and teacher. The teachers' believe about teaching effect the way they teach. The teacher creates the condition for learning through the teacher planning, and the management. The teacher must know the strategies of teaching so the teaching and learning vocabulary process run well.

In language learning it can be distinguish two basic categories of strategies. There are learning strategies and communication strategies. A learning strategy is a method of perceiving and storing particular items

²⁸ Oxford Learner's Pocket Dictionary (New Edition Oxford University Press 1991), p.237

²⁹Wulandari,Sri Asih.The Effectiveness of Using Crossword Puzzle in Teaching Vocabulary to Increase the Students Mastery of Vocabulary at the Fourth Year of SDI Al-Hidayah Samir Ngunut Tulungagung (STAIN Tulungagung, 2009), p. 13

for later recall. A communication strategy is a method of achieving communication, of encoding or expressing meaning in a language.³⁰

There are three types of learning, cognitive learning, psychomotor learning and affective learning.³¹ Cognitive learning, there are many kinds of learning. Students learn to distinguish one color from another, to name part of speech, to order events chronologically, to state rules, to apply rules, and to do many other similar tasks. These tasks are examples of what is frequently called knowledge. Some writers use the term "cognitive" to describe these kinds of tasks. Cognitive means pertaining to the recall or recognition of knowledge and the development of intellectual abilities and skills. Most school falls into the cognitive category.

Psychomotor learning, students also learn to write in manuscript letters and in cursive letters, they learn to color with crayon, to cut with scissor, to operate a sewing machine, to type, to pole vault, and to perform many other similar tasks. These kinds of tasks are referred to as skills by some writers. Others call them "motor" or "psychomotor" tasks. In most classrooms, only a small portion of the time is devoted to psychomotor learning. Psychomotor means pertaining to the manipulative or motor-skill area.

Affecting learning, finally pupils learn to agree, to share, to operate, to be polite. These kinds of behaviors are evidence of attitudes. Attitudes are sometimes referred to as belonging to the "affective" domain. The affective domain is concerned primarily with behaviors that are related to the emotion. Educational books and journals talk a great deal about the importance of the affective domain, but generally they provide few or no specific directions for teaching attitudes. Behaviors which belong to the affective domain are difficult to define, and

³⁰Brown, H. Douglas. *Principle of Language Learning and Teaching* (New Jersey: Prentice Hall, 1980), p.83

³¹Vernon S. Gerlach and Donald P. Ely, *Teaching and Media a Systematic approach* (United States of Amerika: 1980), p.41-42

consequently it is difficult to specify how to teach them. Affective means pertaining to interest, attitudes, and values, and the development of appreciations and adequate adjustment.

In learning process, there are two subjects which mutual relate in the process of education they are learners and teachers. The teachers should consider variety of learners based on their age and the natural abilities. The teachers should consider the method, approach, and techniques which are suitable for students'. Beside that, by understanding different individuals in classes is vitally important and it influences in planning the kinds of activity for them. The teachers need to balance the interest of individual against what is good for the group and to be aware of certain individual traits when putting students into pairs and group.³² Because teaching English as a foreign language to middle students is not easy to do.

A learner is one of factors that influence the success of teaching and learning process. A learner does not just learn in one way, but he or she uses all different ways. It means that if a teacher develops a good of learning environment which has plenty of exposures to variety of meaningful inputs, so the learners not only get knowledge from the theories but also they can learn from their environment.

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and it received only incidental attention in many text books and language programs. Thus, although the course curriculum was often quite specific about aspect of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary. The status of vocabulary now seems to be changing. For one thing, the notion of a

³² Harmer Jeremy, *The practice of English Language Teaching*. (New edition: Longman, 1991), p.43

word has been “broadened” to include lexical phrase and routines, and it has been suggested that in the initial stages of learning these play a primary role in communication and acquisition.³³

Teacher must create the natural atmosphere to help learners in teaching vocabulary. Hunt and Beglar discuss about approaches used in vocabulary teaching and learning. Those approaches are incidental learning, explicit instruction, and strategy of development. Incidental learning requires that teachers provide opportunities for students for extensive reading and listening. Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time. And strategy development involves practicing guessing from context and training to use dictionary.³⁴ In teaching vocabulary teacher can choose which approach is suitable to the learners. The suitable approach can make the teaching vocabulary effective.

Palmberg also suggests that when teaching new vocabulary, we should begin by teaching the new items in context.²¹ Teaching vocabulary in context is easier understood by students.

The purpose of teaching vocabulary is to help the students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach the students anything related with the words. Thomas B Corcoran states that the teacher must teach the students how to recognize, identify, pronounce, analyze, categorize, identify and read the words and finally use the words in the phrase, sentence and paragraph in written language. This indicates that teaching vocabulary not only teaches the students to memorize the words but also teaches them how to use the words in both oral and written text.³⁵

³³ Jack C Richards, Renandya A Willy, *Methodology In Language Teaching An Anthology of Current Practice* (Cambridge University Press 2002), p.255

³⁴ Jack C Richards and Renandya A Willy, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press, 2002), p. 256

³⁵ Corcoran, Thomas B “*Transforming Professional Development for Teachers : A Guide for State Policymakers*”, (Washington DC, National Governors Association, 1995), p. 157

Wallace explains that teaching vocabulary must consider to following things:³⁶

a. Aims

The aims help the teacher to formulate the material which will be taught to the student. Without formulates the aim, the learning process will run out from the planning and the result or target will not be reached maximal.

b. Quality

The teacher has to select the number of vocabulary items which easy to be understood by the students. The teacher cannot give the students a lot of new words in the same time because it makes the students confuse.

c. Need

The teacher needs to know what the vocabulary really needed by the students. This helps the teacher to choose the appropriate vocabulary for the student.

d. Frequent exposure and repetition

The teacher should give opportunity to the students to repeat and practice the words had been taught by the teacher and use it in oral and written text so that the students can master the words well.

e. Meaningful presentation

The teacher should present the vocabulary in real thing. It will make the students easier to memorize the words. In this case the teacher can teach new words by showing the real thing from the word. Besides that can use another media such as film, picture and so on. The activity makes the students enjoy the lesson and the lesson can be recorded perfectly in their mind.

³⁶Wallace, & Michael J, Teaching Vocabulary, (London: Heineman Education Books. Ltd, 1982), p. 207

f. Situation and presentation

The teacher should tell to the student to use the words appropriately. The use of words depends on the situation and the context. May word appropriate in certain situation but not in another situation.

In teaching vocabulary, the teacher can present the list of the words that is taken from the text book. Although the vocabulary takes from book, the teacher can use and add the vocabulary that is relevant with the material; by this way hopefully the student will get more vocabularies from other source. Jhon Haycraft explains the guidelines for the teacher on choosing vocabulary:³⁷

a. Commonest words

It is important to choose words that are commonly used, or words that students need. Any unusual words will be taken the place of useful one inthe student's mind in teaching process. The teacher is helped here by the textbook where vocabulary is graded, and lists of the commonest words are also available.

b. Students' needs

The teacher must understand the students' background. It helps the teacher to conduct the words that students are most likely need or want to know. The students will be frustrated if the teacher teaches vocabulary which they feel they do not need. In the beginner learners, it is better to choose particular words connected with their work or profession.

c. Students' language

In teaching a class that the students have different culture with English, a knowledge of the students' language will tell the

³⁷Haycraft, J. An Introduction to English Language Teaching, (Essex: Longman Group Ltd, 1997), p. 44

teacher which words are similar in their language and English, and therefore easy to learn. On the other hand, the teacher needs to be careful with words that sound the same in the students' language, but in fact it means something quite different in English.

d. Word building

It is often worth choosing a word because a general rule can be formed.

e. Topic areas

Teach vocabulary which belongs to one area of sequence is easier. The students will be able to form a pattern of interrelated words in students' mind.

The writer draws conclusion that teaching vocabulary is not only teaching the students to memorize the words, but also how to use the words in oral or written communication. To make the teaching vocabulary perfectly, the teacher has to know the strategies and guidelines in teaching vocabulary. Knowing them will make the teacher easier in teaching and make the student interested in learning vocabulary.

f. Cross reference

Sometimes words can be applied to different situations or specializations. The application of these words can be made wider and more useful. For example is 'car'. Car is kind of transportation, so it has correlation with train, plane etc.

g. Relate structure

In teaching vocabulary the teacher just not present new words to the student, but also use relate structure in simple sentences. Without correct structure, the students will not get the meaningful words. Besides that, the teacher teaches related structure to make the lesson easier to be accepted. If the teacher just gives new words more and more without gives the example how to implement the

word into the sentences, it will make the student difficult to remember the words.

7. Steps in Learning Vocabulary

a. Encountering new words

The students need to look for sources to find new words. The sources can be from reading books, listening to TV and radio and reading newspapers or magazines.

b. Getting new words

The second step in learning vocabulary is getting a clear image-visual or auditory or both of the form of the vocabulary item. The importance of getting the form of the word appears when the students are asked to give definition for words.

c. Getting the word meaning

The third step in learning new vocabulary is getting word meaning. The step includes “asking native English speaker what words mean,” Asking the meaning of new words to people who speak the same language,” “making pictures of word meanings in mind,” and “ explaining what mean of the mind and asking someone to tell the English word.” For example: if there is someone asks what an elephant, it can be explained elephant is kind of animal, especially mammalian animal that very big and has long nous and wide ear.

d. Consolidating word form and meaning in memory

The forth step in learning vocabulary is the consolidation of form and the meaning in memory. There are many strategies in consolidate word form and meaning in memory, those are:

- 1) Creating mental linkages, the activities consist of grouping language material into meaningful units, associating new language information to concepts already in memory, placing new

words into a context (such as a meaningful sentences, conversation, or story)

- 2) Applying images and sounds, the activities such as using semantic mapping, using key words with auditory and / or visual link, representing sounds in memory such us a way that they can be linked with a target language word in order to remember it better,.
- 3) Reviewing well, such as reviewing the target language material in carefully spaced intervals.
- 4) Employing action, the activities are acting out a new language expression, using mechanical techniques, such writing words on card and moving cards from one stack to another when a new word is learned.

e. Using the word

The last step in learning vocabulary is using the words. After doing the four steps are stated above, finally the students need to use the word. Usually the words are used by the student in answering the question of the test. In using the words, the students need to build a confidence of their selves. Without having a high confidence the student cannot answer the test correctly. Besides, the student can use the words are learned to communicate with another. The student can share what in their mind by using the words.

8. The Importance of Vocabulary

Vocabulary mastery is very important in learning English. By having a high vocabulary it will help the students learn the four basic skills of English. In learning a language, vocabulary plays an important role because it carries content to convey ideas or information. The

decision about what vocabulary to teach and learn will be heavily influenced, then, by information the students can get about frequency and use. But this information will be assessed in the light of other considerations such as topics, function, structure, teach ability, needs and wants.³⁸

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used, they will be unable to express some ideas, or unable to ask information.

If the students' want to make communication in a foreign language runs well, they should know a lot of words by studying vocabulary; they can write, read, listen or speak in the foreign language easily. To achieve this goal, the students must master adequate number of English vocabulary and structure as well.

Considering the important of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary of the teens will be limited and subsequence. Consequently they will find difficulties in learning the skills of the language. A considerable amount of vocabulary, learning is associated with primary language learning in early years.

A number of criticisms can be made of discrete – point vocabulary tests.

- a. It is difficult to make any general statement about a learner's vocabulary on the basis of scores in such a test. If someone gets 20 items correct out of 30, what does that say about the adequacy of the learner's vocabulary.

³⁸Harmer Jeremy, The practice of mEnglish Language Teaching.(Longman: New Edition),p.156

- b. Being proficient in a second language is not just a matter of knowing a lot of words – or grammar rules, for that matter – but being able to exploit that knowledge effectively for various communicative purposes. Learners can build up an impressive knowledge of vocabulary (as reflected in high test scores) and yet be incapable of understanding a radio news broadcast or asking for assistance at an enquiry counter.
- c. Learners need to show that they can use words appropriately in their own speech and writing, rather than just demonstrating that they understand what a word can mean. To put it another way, the standard discrete – point items test receptive but not productive competence.
- d. In normal language use, words do not occur by themselves or in isolated sentences but as integrated elements of whole texts and discourse.
- e. In communication situation situations, it is quite possible to compensate for lack of knowledge of particular words.

9. Characteristic and Roles of Teacher

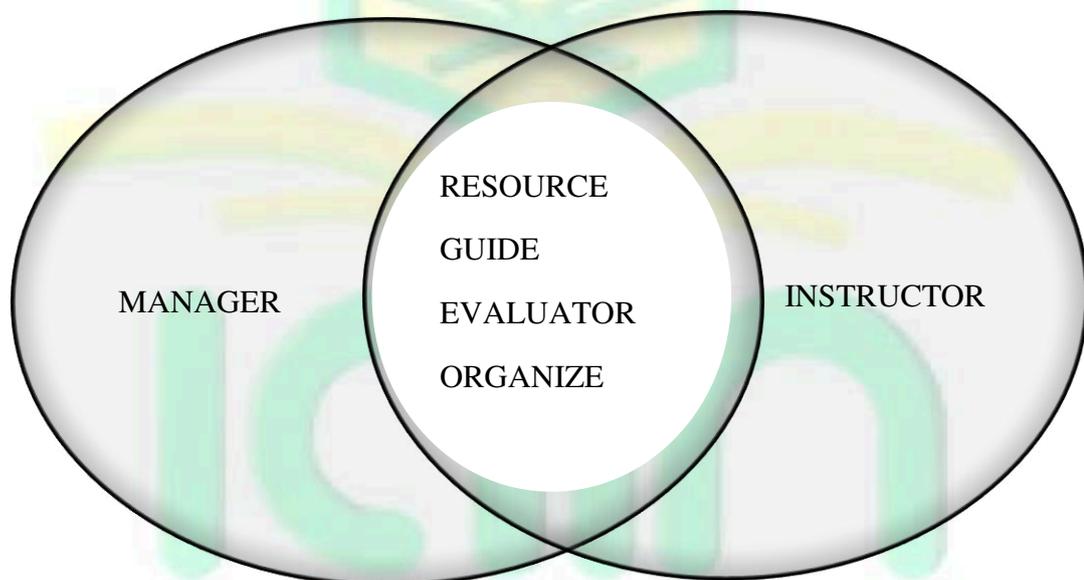
Wright says that teaching and learning are essential socialactivities, implying role relationships between teacher and learner, learners and learners and these relationships are established and

evaluated through communication. In teaching process, the teacher has two major roles;³⁹

- a. As a manager, to create the conditions under which learning can take place, it is kind of the social side of teaching). It is called as manager.
- b. As an instructor, to impart, by a variety of means, knowledge to their learners, it is kind of the task-oriented side of teaching.

The two major roles are complementing each other and in practice it is very difficult to separate the two and often one act in the classroom can perform both functions simultaneously.

The roles stated above can be illustrated as follows:



Besides has the major roles, there are other hidden roles of the teacher drawn up by Barnes.

³⁹Wright, H & Sanders, W, Teaching and Classroom Context Effect on Student Achievement: Implication for Teaching Evaluation .(Journal of Personnel Evaluation in Education, 1997), p. 10

- a. The teacher is an evaluator of learners' efforts and contributions. The teacher judges whether learners' contributions to the teaching/learning process are valid, relevant, and correct.
- b. The teacher is a guide to the 'subject' under consideration and the way in which it is learnt in the classroom. He is also the curator of the 'roles' for acquiring knowledge.
- c. The teacher is a resource of knowledge about the subject and also how to acquire it.
- d. The teacher is an organizer. The teacher organizes classroom activities, set up learning tasks and assists the learners in doing these activities.

Teaching language is a teaching on how to communicate. It is not only teach grammar, but it teaches to the student how to express what in mind to another. In teaching language, especially teaching English, the teacher should have characteristics that can make the learning process easier. Jeremy Harmer distinguish the characteristic should good teacher have, those are;⁴⁰

- a. The teacher should make their lessons interesting so the student don't fall a sleep.
- b. The teacher must love their job, when the teacher really enjoy their job, that'll make the lesson more interesting and when the teacher look fed and unhappy with what she is doing tend to have a negative

⁴⁰Jeremy, Harmer . The Practice of English Language Teaching, (New Edition: Longman 1991), p. 1-3

effect on her students. A good can't bring her problem in the class that can create bad mood.

- c. The teacher who has her own personality and doesn't hide it from the students so that she is not only a teacher but a person as well and it comes through the lesson.
- d. The teacher should has lots of knowledge , not only of her subject,
- e. A good teacher is an entertainer. Most of the students enjoy being entertained and amused. However, a balance has to be struck between entertainment (which often gives teacher enjoyable feedback) and teaching learning.

To get good respect from the students, the teacher not only has good personality, but also should have good interaction with the students. The teacher can build good interaction with the students as follows:

- a. A good teacher is somebody who has an affinity with the students that she is teaching.
- b. A good teacher should try and draw out the quite ones and control the more talk ative ones.
- c. She should be able to correct people without offending them.
- d. A good teacher is someone who helps rather that shouts.
- e. A good teacher is someone who knows our names

A various method in teaching process is needed to make the teaching and learning process more affective. language teaching will be more effective if teaching structures are made more responsive to the needs, characteristics and expectation of learners, and if learners are

encourage to play an active role in the shaping of their study program. Besides, the method should be interesting, the method should be appropriate for the subject being taught. Every teacher develops their method in teaching vocabulary, tries out different techniques and refines.

B. Suggestopedia

1. Definition of Suggestopedia

Suggestopedia is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov. Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. The method has a somewhat mystical air about it, partially because it has few direct links with established learning or educational theory in the West, and partially because of its arcane terminology and neologisms, which one critic has unkindly called a "package of pseudo-scientific gobbledygook".⁴¹

Suggestopedia can perhaps be best understood as one of a range of theories that purport to describe how attentiveness is manipulated to optimize learning and recall. A number of researchers have attempted to identify the optimal mental states for facilitating memorization and facilitating recall.⁴²

Suggestopedia was criticized on a number of fronts. Scovel showed quite eloquently that Lozanov's experimental data, in which he reported astounding results with suggestopedia, were highly questionable. Moreover, the practicality of using Suggestopedia is an issue that teachers must face where music and comfortable chairs are not available.⁴³

In applications of suggestopedia to foreign language learning, Lozanov and his followers experimented with the presentation of vocabulary, readings, dialogues, role-plays, drama, and a variety of other typical classroom activities. Some of the classroom methodology was not particularly unique. Students were encouraged to be as "childlike" as possible, yielding all authority to the teacher and

⁴¹Richards, Jack C & Rodgers, Theodore S. *Approach and Methods in Language Teaching: A Description and Analysis*. (New York: Cambridge University Press, 1986), p. 142

⁴²Ibid, p. 143

⁴³Ibid, p. 142

sometimes assuming the roles (and names) of native speakers of the foreign language.

Lozanov does not articulate a theory of language, nor does it seem he is much concerned with any particular assumptions regarding language elements and their organization. The emphasis on memorization of vocabulary pairs - a target language item and its native language translation - suggests a view of language in which lexis is central and in which lexical translation rather than contextualization is stressed. However, Lozanov does occasionally refer to the importance of experiencing language material in "whole meaningful texts" and notes that the suggestopedic course directs "the student not to vocabulary memorization and acquiring habits of speech, but to acts of communication".⁴⁴

Lozanov recommends home study of recordings of "whole meaningful texts (not of a fragmentary nature)" that are, "above all, interesting." These are listened to "for the sake of the music of the foreign speech".⁴⁵ The texts should be light-hearted stories with emotional content. Lozanov's recommendations of such stories seem to be entirely motivational, however, and does not represent a commitment to the view that language is preeminently learned for and used in its emotive function.

Authority is also used to suggest a teacher-student relation like that of parent to child. In the child's role the learner takes part in role playing, games, songs, and gymnastic exercises that help "the older student regain the self-confidence, spontaneity and receptivity of the child".⁴⁶

The learner learns not only from the effect of direct instruction but from the environment in which the instruction takes place. The bright decor of the classroom, the musical background, the shape of the chairs, and the personality of the teacher are considered as important in instruction as the form of the instructional material itself.

From those definitions, it can be concluded that suggestopedia is a method that centrality on the use of music that can create the relaxed situation and bring positive suggestion to the learner and makes the learning more effectively.

2. The Characteristics of Suggestopedia

⁴⁴Ibid, p. 144

⁴⁵Lozanov, G. *Suggestology and Suggestopedia*, (Sofia: Bulgarian National Commission for Unesco and the Bulgarian Ministry of People Education, 1978), p. 227

⁴⁶Bancroft, W. Jane, *Suggestopedia and Language Acquisition*, (Canada: Gordon and Breach Publishers, 1972), p. 19

According to Jack C Richard there are some characteristics of suggestopedia, those are: the decoration, furniture and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.⁴⁷

a. Decoration

In suggestopedia, the decoration should be given attention. The teacher should be creative in decorating the classroom. Interesting decoration could make the student feel happy and decrease the boredom. For example, in learning vocabulary the teacher can put the picture related to the material on the wall or in the whiteboard. Besides accessories, it helps the students easily understand the topic being learnt.

b. Furniture

It is equipment used in suggestopedia that can help the learning process in the classroom. Such as the comfortable chair, whiteboard, and cupboard.

c. Arrangement of Classroom

The classroom in suggestopedia can be arranged in a comfortable condition that can make the students comfortable, for example the arrangement of the chair in the classroom. Most of the time students sit in orderly rows. But in suggestopedia the chair can be arranged more interestingly. The arrangement can be circles and horseshoes. According to Jeremy Harmer in smaller classes, many teachers and students prefer circles or horseshoes arrangement. In a horseshoe arrangement, the teacher will probably be at the open end of the arrangement since that may well be where the board is. In a circle, the teacher's position—where the board is situated—is less dominating. There are lots of advantages of circles and horseshoes arrangement that can be taken such as the students can see each other, the classroom is

⁴⁷Richards, Jack C & Rodgers, Theodore S. *Approach and Methods in Language Teaching: A Description and Analysis*. (New York: Cambridge University Press, 1986), p. 100

more intimate place and the potential for students to share feeling and information through taking, eye contact or expressive body movement (eyebrow raising, shoulders-shrugging etc) is far greater.⁴⁸ Supporting Jeremy Harmer ideas, Wright says that in circle arrangement, the teacher has a large area in the middle which can be used for acting out and there is a greater sense of community.⁴⁹

d. The Use of Music

The most important feature of suggestopedia is the centrality of music and musical rhythm to learning. The music on suggestopedia has an important function in learning process, it is for therapy. The music facilitate the establishment and maintenance of personal relations; to bring about increased self esteem trough increased self-satisfaction in musical performance; and to use the unique potential of rhythm to energize and bring order.⁵⁰ Besides, Gaston defines three function of music in therapy: to facilitate the establishment and maintenance of personal relation, to bring about increased self-esteem through increased self-satisfaction in musical performance and to use unique potential of rhythm to energize and bring order.⁵¹

3. The Procedures of Suggestopedia

Anthony says that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well. Technique is consisting of a wide variety of exercises, activities, or devises used in the language classroom for realizing lesson objectives.⁵²

⁴⁸Harmer,Jeremy.How to Teach English,(England: Pearson Education Limited, 1998), p. 19

⁴⁹Wright, H & Sanders, W, Teaching and Classroom Context Effect on Student Achivement: Implication for Teaching Evaluation .(Journal of Personnal Evaluation in Education, 1997), p. 58

⁵⁰Richards, Jack C & Rodgers, Theodore S. Approach and Methods in Language Teaching Second Edition (New York: Cambridge University Press, 2001), p. 100

⁵¹ Richards, Jack C & Rodgers, Theodore S. Approach and Methods in Language Teaching: A Description and Analysis. (New York: Cambridge University Press, 1986), p. 143

⁵²Brown, H. Douglas. *Teaching by Principles "An Interactive Approach to Language Pedagogy"*. (California: Pearson Longman 2000), p. 48

In suggestopedia, there some techniques are used. Those are:⁵³

a. Classroom Set – up

The challenge for the teacher is to create a classroom environment that is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible.

b. Visualization

The students are asked to close their eyes and visualize scenes and events. It is to help them relax, facilitate positive suggestion and encourage creativity from the students.

c. New identity

In this case, the Students select of target language name and/or occupation that places them “inside” the language they are learning.

d. Role-play

Role play is one method of maximizing students’ activities in the class and ensuring that the students get an optimum level of practice during their limited time. In this activities, the students use target language in perform a rule in role play. Role play also provides varieties of activity and of interaction, and takes the focus of the class away from the teacher.

4. Design of Suggestopedia

Design in suggestopedia consists of objective, syllabus, learning activities, roles of learners, teachers and materials. The functions of each design are different. Those will be explained bellow:

a. Objectives

- 1) According to Jack C Richard the objective of suggestopedia is to deliver advances conversational proficiency quickly.⁵⁴ It based

its learning claim on student mastery of prodigious lists of

⁵³Larsen Freeman, D. and Marti Anderson. Techniques & Principles in Language Teaching, (United Kingdom: Oxford University Press, 2011), p. 84-86

⁵⁴ Richards, Jack C & Rodgers, Theodore S. Approach and Methods in Language Teaching Second Edition (New York: Cambridge University Press, 2001), p. 102

vocabulary pair, and, indeed, suggests to the students that it is appropriate that they set such goals for themselves.

- 2) The main aim of teaching is not memorization, but the aim is to understand and creates a creative solution of problems.

b. The syllabus

It is criteria for the selection and organization of linguistic and or subject- matter content. The syllabus is made to guide in teaching learning process.

c. Types of learning and teaching activities

Base on Stevick the types of activities that are more original to Suggestopedia are the listening activities, which concern the text and text vocabulary of each unit.⁵⁵ In this activity, first, the students read and discuss a new narrative text with the teacher. Second, the students relax comfortably in reclining chairs and listen to the teacher that read the text in a certain way. Third, the material is acted out by the instructor in a dramatic manner over a background of the special musical form described preciously. During this phase students learn back in their chairs and breathe deeply and regularly as instructed by the teacher.

d. Learner roles

According to Jack C Richard and Theodore S Rodger the roles that students have are;⁵⁶

- 1) Learners must not try to figure out, manipulate, or study the material presented but they must maintain a pseudo-passive state.
- 2) The students should build self-confidence, spontaneity, and receptivity.
- 3) Group of learners are ideally socially homogeneous, twelve in number, and divided equally between men and women. Learners

⁵⁵Ibid, p. 103

⁵⁶Ibid, p. 103

sit in a circle, which encourages face-to-face exchange and activity participation.

5. The Role of Suggestopedia

The primary role of the teacher is to create situations in which the learner is most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by the learner.

Lozanov lists several expected teacher behaviors that contribute to these presentations.

- a. Show absolute confidence in the method.
- b. Display fastidious conduct in manners and dress.
- c. Organized properly and strictly observed the initial stages of the teaching process – this includes choice and play of music, as well as punctuality.
- d. Maintain a solemn attitude towards the session.
- e. Give tests and respond tactfully to poor papers (if any)
- f. Stress global rather than analytical attitudes towards material.
- g. Maintain a modest enthusiasm.⁵⁷

As Stevick points out, there are certain styles of presentation of material that are important, intricate, and inaccessible. It appears that teachers have to be prepared to be initiated into the method by stages and that certain techniques are withheld until such times as the master teacher feels the initiate is ready. In addition, W Jane Bancroft suggests that teachers are expected to be skilled in acting, singing, and psychotherapeutic techniques and that a Lozanov taught teacher will spend three to six months training in these fields.⁵⁸

6. The Strengths and Weakness of Suggestopedia

⁵⁷ Ibid, p. 104

⁵⁸ Richards, Jack C & Rodgers, Theodore S. *Approach and Methods in Language Teaching: A Description and Analysis*. (New York: Cambridge University Press, 1986), p. 150

a. The strengths of suggestopedia

- 1) Comfortable environment in classroom set up build mental power of student
- 2) The using of native language help student in solving target language problem
- 3) Good suggestion can make student believe to their ability and be confidence
- 4) The picture is changed regularly depend on the topic adding student knowledge
- 5) Soft music can bring their mind to the new environment

b. The weakness of suggestopedia

- 1) Little attention is given to grammar
- 2) Student must trust the teacher, if not they will get difficulties in forming a good environment
- 3) Classroom set up not always possible to provide by the teacher
- 4) It is expensive because a teacher must change the poster on the wall every week
- 5) Teacher should proved de a relaxed and comfortable environment

7. Suggestopedia in Teaching and Learning Vocabulary

In teaching and learning vocabulary the use of method is very important, because it can make the teacher easy to give information or material to the students. The method which can be use is suggestopedia. Suggestopedia is the method which is use music or videos in teaching learning process.

The use of suggestopedia in teaching learning vocabulary is much needed; Suggestopedia can motivate more of students' mental potential

to learn and which obtained by suggestion because with this method the teacher can give relax situations, so the students can get the material easily. With music the students can imagine their think and then they can describe their imagination to others. From the activities in suggestopedia, the students can master more vocabulary.⁵⁹

C. Rationale

In order to teach vocabulary effectively and successfully, the teachers have to be careful in choosing the teaching techniques. Teacher's competence is not sufficient to make the teaching and learning process successful.

One of interesting technique to be discussed is using suggestopedia in teaching English vocabulary. suggestopedia is one of method that teacher can apply in the class room activities. It is can be good alternative in teaching vocabulary. suggestopedia help the students in learning process. By suggestopedia the students can study while listening or enjoying an instrument music that played by the teacher. It makes the students feel relax. When the students relax, it helps them to understand and memorize new words that given by the teacher easier.

D. Hypothesis

Considering on the theory of vocabulary mastery and suggestopedia method, the hypothesis of this study is that using suggestopedia method can improve English vocabulary mastery at the eighth grade students of MTs Hidayatul Mubtadiin Tegalarum Magetan.

E. Previous Research

To support this research took some related research focused on teaching vocabulary by metode suggestopedia such Tami Asriani, on title **“The Effectiveness of Suggestopedia on Students’ Reading Comprehension in Narrative Text (A Quasi-Experimental Study at the Third Grade Students of MTsN II Pamulang)”**. In her reserch she concludes that used Suggestopedia in class 9.1 as the experimental class and class 9.4 as traditional method in controlled class. The method used in this study was quasi-experimental study using none quivalent control group design. The data were taken by giving pre-test and post-test reading both of classes. The result of the calculation statistical hypothesis test that showed

⁵⁹Ibid, p. 149

t_{value} was higher than t_{table} ($2.07 > 1.68$) where the formula of significance level $\alpha = 0.05$. Besides, the effect size was to know the strength of suggestopedia as a treatment on students' reading comprehension in narrative text by The Effect Size (*Cohen's d*) Calculator for a Student *t*-Test was 0.59 which means there was medium effect using suggestopedia based on the criteria of table effect size range. Therefore, it was concluded that there was a significance effect of using Suggestopedia on students' reading comprehension in narrative text at the Third Grade Students of MTsN II Pamulang.

The researcher also took Roisa Indriani on title **“The Use of Direct Method and Suggestopedia to Improve Students Vocabulary Mastery (Comparative Study of the First Year Students of MTs Darul Ulum Reksosari, Suruh in the Academic Year 2015/2016)”**. In her research she conclude that students' average of experimental group is 62.52 and the average of control group is 62.67. Then, the result of the *t*-test above, the pre test shows -0.25 then the result is compared with the *t*-table with 1% of significant level 60 shows 2.66. After giving different treatment, the students were given post test. The students' average score of experimental group after treatment is 75.9 and the students' average score of control group is 70.09. Then the result of *t*-test, the post test shows 10.56. It is compared with the *t*-table 1 % of significance 60 shows 2.66. the students of experimental class who learnt vocabulary through direct method got higher scores than the students of control class who learn vocabulary trough suggestopedia. The use of direct method in teaching vocabulary had helped the students to remember vocabulary. In order words, it had a positive effect on the students of the first grade of MTs Darul Ulum Reksosari.

CHAPTER III

RESEARCH METHOD

A. The Research Setting

The research was held in MTs Hidayatul Mubtadiin Tegalarum of, The school is located in Tegalarum, Bendo, Magetan, East Java.

B. The Subject of the Research

The subject of the research was the eighth grade students of MTs Hidayatul Mubtadiin Tegalarum. It involves one class which consisting of 31 students. The reseacher selected the eight students dou to several reasons. the students' achievement in learning English is still low; it can be seen from the score of the students in the last exercise. The mean score is 60, the score is under the standard score of KKM Bahasa Inggris (English standard score) in MTs Hidayatul Mubtadiin, which is 75. The students still get difficulties in mastering vocabulary.

C. The Method of the Research

According to Michael J Wallace, action research is done by systematically collecting data on your every day practice and analyzing it in order to come to some decisions about what your future practice should be.⁶⁰ According to Carr and Kemmis say that action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practice, their

⁶⁰ Wallace, Michael J, Action Research for Language Teacher, (New York: Cambridge University Press, 1998), P. 4

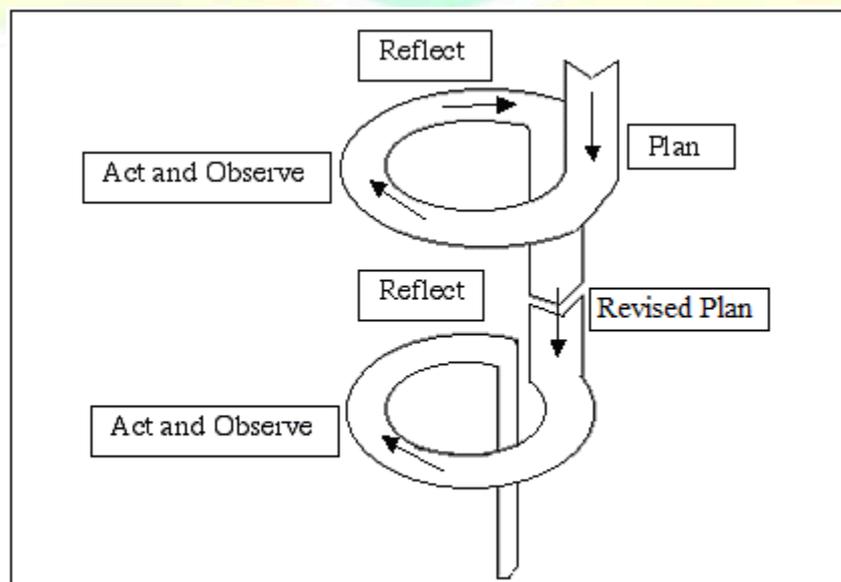
understanding of these practices and the situation in which the practices are carryout.⁶¹

In this study the reseacher conducted her action research trough teaching English vocabulary of MTs Hidayatul Muftadiin Tegalarum Magetan by suggestopedia. In the research the writer collaborate with the classroom teacher of the school.

D. The model of Action Research

Based on Kemmis and McTaggart Action research occurs through a dynamic and complementary process, which consisting of four essential moments: planning, action, observation and reflection.⁶²

The steps are stated can be illustrated as follows:⁶³



⁶¹ Anne Burns, Collaborative Action Research for English Language Teachers, (New York: Cambridge University Press, 1999), p. 30

⁶² Ibid, P.32

⁶³ Ibid, p. 33

E. The Procedure of Action Research

The procedure of action research can be explained as follows:

1. Identifying the problem

The first step in doing an action research was identifying the problem of the class that will be an object research. From the identification, it can be seen that the students' vocabulary mastery was still low. It can be indicated from the last exam that given by the teacher. Most of them get score below of the KMM of the school. Beside that it was supported by the interviews that done by the researcher to the students and the teacher. The students often feel bored in learning process and they have difficulties to memorize new words.

2. Carrying Out the Real Action Research

a. Planning

In this step, the researcher prepare everything related to the action will be implemented. There are some activities in this step;

- 1) Deciding the material. It is should base on the syllabus.
- 2) Making lesson plan and formulating the steps in the action
- 3) Preparing the teaching aids (e.g. narrative text, instrument music)
- 4) Preparing sheets for classroom observation (To know the situation of teaching-learning process when the method (suggestopedia) is applied)

5) Preparing test (To know how far the improvement of students' English vocabulary mastery)

6) Setting up criteria of succes in this research, each cycles conducted until the criteria are successfully achieved. The researcher want to achieve 75 % in Vocabulary Subject by applying this method, because it is influenced by the limited research time, the tools and infrastructure. If the indicator of successful can achieved for two cycles, the implementation of Suggestopedia Method for the next was stopped, and the research can be considered successful.

b. Action; It includes the following activities;

1) Giving pre-test

The researcher needs to give pre-test to the object of research (students) before do an action. The purpose of pre-test is to know the capabilities of the students about the material that will be taught.

2) Teaching vocabulary through suggestopedia

The researcher introduces and applies the methodology that will be used in the research. The researcher applies the theory of suggestopedia in the class.

3) Giving feedback to the students

Feedback is an essential part of teaching learning process that helps the learners to minimize their potential at different stages of learning, raise their awareness of strengths and areas for

improvement, and identify action to be taken to improve performance in the class.

4) Giving post-test

Post-test is done in the final of the process of research.

The result of post-test will be compared with the result of pre-test to know the success of the research.

c. Observation

Observation is one of techniques in collecting the data in action research. In this case the researcher observes all the activities in the teaching and learning process. The results of the observation are written in sheets.

d. Reflection

The researcher analyzes the result of the observation. She evaluates the teaching and learning process during implementation of the action by identifying the field notes are made during action. If the criteria of succes is achieved, the action is stoped. However, if the criteria is not achived it must go to the next cycle.

3. Doing Evaluation

When the process of teaching has been done, the researcher gives test to the student. Then the researcher analyzes the score of the test. From the score, can be seen the improvement of the students' English vocabulary mastery.

F. The Technique of Collecting the Data

In collecting the data of the research, the writer uses quantitative and qualitative method. The data in the form of qualitative method are obtained from the observation done by the researcher with the help from the teacher during the teaching learning process. The data in the form quantitative method are obtained from the test. The test is in the form of written test. The researcher will start from giving pre-test in the beginning of the teaching learning and there are two post tests in the end of each cycle. After giving the post test, the result of the test will be analyzed to know the degree of student's vocabulary mastery.

G. The Instrument of Collecting the Data

To collect the data, the reseacher uses some instruments, namely; observation, interview, document and test.

1. Observation

Anne Burns says that observation is taking regular conscious notice of classroom and occurrences which are particularly relevant to the issues or topics are being investigated.⁶⁴

In this research, all activities in the process of teaching and learning vocabulary mastery through suggestopedia will be observed by the researcher and it will be written in field notes.

2. Interview

⁶⁴ Ibid, p. 80

Interview is face to face personal interactions which generate data about research issue allow specific to be discussed from other people' perspectives.⁶⁵

The researcher will interview the students of MTs Hidayatul Mubtadiin Tegalarum Magetan about their response about learning vocabulary through suggestopedia.

3. Document

Document is a source of data in action research. The researcher will use previous test score as a data.

4. Test

Test is type of assessment that consists of a set of questions during a fixed period of time under reasonably comparable conditions for all students.

The researcher will give test to the students before and after the action research. The test consists of vocabulary that will be taught to the students.

H. The Technique of Analyzing the Data

The last steps in action research is analyzing of the data. In this case the writer uses two types of data; qualitative and quantitative data. The qualitative data is the data that come from observation done by researcher and quantitative data is a data that come from the objective test. The result of the test is analyzed in the form of percentage.

⁶⁵ Ibid, p. 117

The research was successful if there is an improvement of students' vocabulary mastery. It can be shown when then the students get a good score in test after follow the English vocabulary class by using suggestopedia.

The formula to calculate the percentage of student activity for each indicator are:⁶⁶

$$S1 = \frac{X1}{N} \times 100\%$$

Description:

S1 = percentage of student activity indicator

X1 = number of students' activity indicator

N = number of student activity overall

To determine the extent of the percentage of mastery learning students in the first cycle and the second cycle used percentage formula. Also according to Sudjana, that the percentage used to calculate the following formula:

$$P = \frac{F}{N} \times 100\%$$

Description:

P = percentage to be searched

F = the total of the answer obtained

N = number of items multiplied score of the proper observation

Students completeness criteria used by the school policy of MTs

Hidayatul Mubtadiin Tegalarum Bendo, the students said to be complete if

⁶⁶ Huda, Chafidz Choirul, "Efektivitas Metode Suggestopedia dalam Meningkatkan Pemahaman Vocabulary Bahasa Inggris Kelas V Bulak Rukem II Surabaya". Thesis. Surabaya: Institut Agama Islam Negeri Sunan Ampel Surabaya Fakultas tarbiyah Jurusan PGMI, 2011

gained = 70% of the maximum score. And a study is said to be effective if the classical completeness = 85%, meaning if one class of students who successfully = 85% then score achieved.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Pre- Research

Pre- research was conducted before doing an action research. The aim of the pre-research was to identify the problems that happened during the teaching learning processes dealing with students' vocabulary mastery, to identify the teachers' techniques in teaching vocabulary and to identify the students' motivation in learning English, especially learning English vocabulary. The research covered several steps: 1) interviewing the teacher, 2) observing the teaching learning process, 3) observing the data of the test result and 4) giving pre-test to the students.

The result of the observation of pre-test showed that in teaching learning process, the teacher used teacher- centered approach. In the teaching learning process, the teacher had important rules and did not allow the students to be active and the students had no freedom to explore their idea and feeling. Besides that, the teacher never used a media that can help the students mastered more vocabulary. In teaching English especially English vocabulary, the teacher just asked the students to memorize the words of the text dealing with the material in the LKS. The students just memorized the text without understanding what mean by the text. They worked hard to memorize the text to get the target that was conducted by the teacher. They could memorize perfectly. In few days later, they lost the words which they memorized. Finally, the students got nothing from their activities.

The interview also showed that the students were still low in motivation to learn English. Almost the students considered that English was a difficult subject and had no important rules in their life. Another fact that indicated the students were low in motivation, they felt that they had no an ability to learn and master English.

Based on the observation and interview, the problems could be identified into two categories: First, the students' achievement of vocabulary mastery was low. It could be seen from some indicators: 1) The students get difficulty to memorize the words, 2) The students get difficulty to pronounce the words, 3) the students' score was still low, and it was under the standard score of KKM English subject. 4) The student has no motivation in learning English.

The second category deals with the classroom situation: 1) the students tended to be passive learners; 2) the students were not willing to speak English during teaching learning process; 3) the students paid little

attention toward their teacher's explanation during teaching learning process; and 4) the students were lazy to do homework.

From the interview, observation and students' score, could be concluded that 1) the students' vocabulary achievement were low, 2) the students were passive in teaching learning process, 3) students were low in motivation to learn English vocabulary. From the teachers' side, the teacher still used the monotonous technique.

To overcome the problems above, the writer decided to bring new method using suggestopedia in improving English vocabulary mastery and in improving their motivation during teaching learning process.

B. Research Implementation

The implementation of the teaching of improving vocabulary mastery using suggestopedia in classroom action research consists of two cycles. Every cycle is divided into two meetings and each meeting consisting of 90 minutes. The first cycle was conducted on June 12th, 2017. The second cycle was conducted on June 14th, 2017.

The cycles of this research consist of series of steps. Those steps are identifying the problem, planning the action, implementing the action, observing or monitoring the action, evaluating the result of the observation, and revising the plan. Each step of the cycle could be explained as follows.

1. Cycle 1

a. Identifying the Problem

Before making the planning of the action in this cycle, the researcher identified the problems. From the identification, the researcher found some problems as follows. The students' achievement of vocabulary mastery was low. It could be seen from their English vocabulary scores. The Most of the scores were still low, and it was still under the standard score of KKM English score. It was caused by the students' assumption about English. They considered that English was a difficult subject and they have no motivation to learn it. Besides, the students had difficulties to pronounce and memorize the words.

Besides from the student, the problem appeared from the teacher. The teacher still used teacher-centered approach. It is a kind of approach which the teacher has important rules and does not allow the students to be active in teaching learning process.

b. Planning the Action

There were many problems found in identification process. To overcome the problems, the researchers prefer to use suggestopedia method in teaching English vocabulary. The researcher believed that suggestopedia could improve the students' English vocabulary mastery and changed their assumption that English was difficult subject.

Before implementing the action, the writer gave the students a pre-test and also post-test in the end of the action. That test was aimed to know the improvement of students' English vocabulary mastery. In planning the action, the researcher prepared the research instruments, such as the materials which supported the action, like observation sheet and camera. The researcher also prepared the lesson plans that covered of one terms, those are opening, main activity, and closing. The time allotment for every meeting is 90 minutes. The researcher prepared the material from some references, book and internet. In the first cycle the researcher planed to have one meetings. The topic of the first cycle was a great story.

c. Implementing the Action

1) The first meeting (June 12th, 2017)

a) Opening

The first meeting was conducted on June 12th, 2017. The lesson begins at 07.00 am. The researcher as the teacher greets the students. The researcher said "*Assalamu'alaikum Wr. Wb*". he also asked the students condition by saying "*How are you today?*". The students answered the question by saying "*I am fine*". Then researcher checked the students' attendance. There was a student which absent that day.

The teacher started the lesson by playing the music instrumental to make the condition of the students relaxed. Then the teacher told the student about "SURABAYA" story in Indonesian. After the story was over, the teacher asked the students guessed the kind of the story by saying "anybody knows what kind of the story?", There are many opinions of the students. Some students said "*Descriptive text*" and another said "*narrative text*". Finally, the researcher said that was kind of

narrative text. After that the researcher said “*Today we will learn more vocabulary from narrative text*”.

b) Main activity

First, the researcher gave the students copy of the narrative text. It was Cinderella story. In this meeting the researcher would read the Cinderella story. The researcher would read the story and assisted by a women teacher as action and practiced the activities that described by the text. Such as when the story said “*...she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind...*” the women actor run and left the shoes which she use behind. The researcher tried to inspire the story. The activities aimed to make the students easier to understand the story and always remember the vocabulary which was used on the text.

Second, the researcher read the text phrase by phrase and lets the students repeated. the researcher read slowly. The activity aimed to identify the mistake of the pronunciation of the students. When the students could pronounce the words correctly, the reading will be continued, but when some of the students could not pronounce the words correctly, the researcher drilled the students about the word until they could pronounce correctly.

Third, the researcher asked the students to read the story same as did by the researcher in front of the class. The students were not very enthusiastic about the activity. When the teacher asked “*Who wants to be a volunteer to read the story in front of the class?*”, there is no one of the students to try it may be still doubts, the researcher asked a second time and than one students raised his hand and said “*Saya mau menjadi sukarelawan untuk membaca didepan kelas* (I want to be volunteer to read the text

in front of the class).” Then the researcher lets the boy who raised his hand to do the action.

c) Closing

The time will be over in 5 minutes later. Before closed the class, the teacher asked the students whether they had difficulty or not. When the teacher found that the students had understood the lesson, he closed the class by said Wassalamu’alaikum Wr. Wb.

2) The second meeting

a) Opening

The second meeting was at 10.00am. The researcher opened the lesson by saying good morning student and how are you?. Then the researcher checked the students’ attendance. After that the researchers played music instrumental same as a meeting before. Then the researcher reminded and checked the students understanding about the previous material.

b) Main activity

The researcher checked how far the students understanding the material of the day before. The researcher wrote some words and then asked the students pronounced the words. Still using the text before, the researcher continued the lesson. The researcher asked the students found the difficult words and then discussed the meaning and how to pronounce the word together. The teacher drilled the word until the students could pronounce the words correctly.

The second activity, the researcher divided the class into eight groups. Each groups consisting of four until five students. The researcher asked each group to make dialogue that related to the Cinderella story. Each groups work to make dialogue seriously. After that the teacher asked the groups to practice the

dialogue in front of the class. There are various topics that they used. One of the groups wrote a dialogue between the prince and Cinderella. The group presented the dialogue in front of the class.

c) Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not. The researcher said “*So far, any question*”. The students answered “*No*”. When the researcher found that the students had understood the lesson, he closed the class by said goodbye Wassalamu’alaikum Wr. Wb.

d. Observing and Monitoring the Action

The observation aimed to know the effects of the implementation of suggestopedia in improving students’ English vocabulary mastery.

The data had observed in cycle 1. In accordance with the planned observation made was the teacher for learning, student activities during the learning, and the learning outcomes with suggestopedia method.⁶⁷

Based on the results of observation data of student activities during the learning the first cycle⁶⁸ there are two main points, namely the first points is the activities of students during the teaching and the second point is regarding the student's behavior is not appropriate.

At the first point there was a 53% or 17 students who followed the teaching and learning activities as appropriate, while 46% or 14 students did not follow the teaching and learning activities as appropriate.

⁶⁷ Appendix 5

⁶⁸ Appendix 6

At the second point there was 38% or 12 students whose behavior did not conform to the teaching and learning process, while 62% or 19 other students followed the teaching and learning process.

From the table 2.1 and 2.2 ⁶⁹ can be explained that by applying the suggestopedia method in learning English in the first cycle, learning completeness up to 67,74% with the number of students who passed the study are 21 students.

These results indicates that the classical score achieved in student had not completed because of students who received a grade of 75 only by 67,74 % smaller than the desired percentage of completeness that is 85%. From the acquisition of learning completeness percentage above, according to the table of learning process shows that the creativity of students is still considered sufficient.

e. Reflection of the First Cycle

From the results of the action on the first cycle, there was an increase in student learning when compared with the results of pre-research. However, the increase was not maximized, because there are 14 students whose score had not yet reached the KKM. So it need for revision of learning in order to improve the teaching of English in the next lesson.

Based on observations that have been implemented in the first cycle there were some obstacles in the implementation suggestopedia methods, there are:

- a) Teacher reading can be said that not maximized. Teachers need to prepare a more precise wording in the open lesson, so that it can be able to increase a interest and enthusiasm of students in learning.
- b) There were some students did not follow the lesson well, including student daydreaming, not concentrate, and do other work.

The new method which researcher used gave good effect and positive result during learning process. There was improvement of students' motivation in learning English and there was also an improvement of students' vocabulary mastery. Besides, there were weaknesses of the action.

⁶⁹ Appendix 5 and 6

2. Cycle 2

a. Revised Plan

Based on the result of the first cycle, the use of music instrumental could improve and motivate the student in learning vocabulary. Another hand, the researcher found that the students were still low in pronunciation. In the second cycle, the action would be focused on the improvement of students' pronunciation by giving some practices. Besides, the action would also determine to improve the students' behavior during the activities.

In the second cycle, the researcher still taught using narrative text. The topic was "Snow White".

b. Implementing the Action

1) The first meeting

a) Opening

The first meeting of second cycle was conducted on June 14th, 2017. The class started at 07.00 am. The researcher with the teacher entered to the class and greeted the students by saying "*Assalamu'alaikum Wr. Wb*". After that the researcher asked the students' condition. The researcher said "*How are you today students*". Students answered "*I am fine*". Before started the lesson the teacher checked the students' attendance. The researcher played music instrumental and greet and then warm up students to burn their spirit and then check their attendance list. Indirectly, it made them feel enjoy, fun, and be confidence to make the students relax. The researcher began the lesson by giving the students some questions to review about vocabulary cinderella.

b) Main activity

First, Researchers review vocab has been presented at the previous meeting about cinderella story by pointing to the students. After enough vocabulary review researchers start matter by asking the students "did that know the story about the snow white?" help lift his hand. A girl lifted up his hands, researchers asked the students to stand up and say "Okay, please tell on your friends. As the story of snow white". When finished, researchers began to share the text of the story and

sounding musical instrument by slowly and researchers start tells the story of snow white slowly, hope the students can understand the story.

Second, After read the story completely, the teacher would read the story phrase by phrase and some time read sentence by sentence if possible and lets the students repeated. The researcher read the text slowly. The activity aimed to identify the error of the students' pronunciation. When the students could pronounce the words correctly, the reading will be continued, but when some of the students could not pronounce the words correctly, the researcher drilled the students about the word until they could pronounce correctly.

Third, the researcher asked the students read the story like did by the researcher in front of the class. The students were very enthusiastic about the activity. When the researcher asked "Who wants to be a volunteer to read the story in front of the class?", One of the students rested his hand and said "*I want to be volunteer to read the text in front of the class*". Then the researcher lets the boy who raised her hand to do the action. The boy read the story very enthusiastic and could express what was described in the story although he still got lot of mistakes in pronunciation. When the boy pronounced the word incorrectly, the researcher drilled the boy until he could pronounce the word correctly. Not just the boy, but the researcher also drilled other students that sit and gave her attention. The researcher just lets three students to do the action.

c) Closing

Having finished conducting the second meeting, the researcher asked to the students whether they had difficulty or not. The researcher said "*So far, any question*". The students answered "*No*". When the researcher found that the students had understood the lesson, she closed the class and said "*Goodbye*".

2) The second meeting

a) Opening

The second meeting of cycle 2 the lesson started at 10.00am. The researcher opened the class by greeting and checking the students' attendance. There was no student absent that day. After that the teacher played the music instrumental.

b) Main activity

Related to the fact of first cycle that the students' pronunciation was still low, in this Meeting the researcher would try to improve the students' pronunciation by using dialogue.

First, the teacher asked the students made a group. Each groups consisting of two until three students. The students free in choosing the member of his or her group. Most of the students choose his tablemate as their partner. Then the teacher asked each groups to make a dialogue that related to the text. The text was about "Snow White". The teacher lets the students listed the words that possible to use. The students was so happy in did the duty.

Second, After twenty minutes the teacher asked "have you done?". Most of the groups answered "yes we already". Then the teachers continue to the instructions. He said: "now try some practical stuff of dialog that you create in front of the class". Each group finally went up one by one with the creation of a dialog is the students create your own.

To choose the first presenter, the teacher asked "What date to day". The students answered "*Fourteen*". After the students answered, the teacher said "Who is absent number *fourteen*". Almost students said "*Ridho*". Then the teacher asked Ridho presented his dialogue with his partner in front of the class. There are some mistakes in pronunciation that Ridho, Anti, and Muhib (as his partner) got when presenting the dialogue. The teacher revised their mistake to write the words in the whiteboard. That continues until five group presenting in front of class.

After that, the researchers read vocabulary as the students wrote in the whiteboard and asked the students' to repeated vocabulary until they could pronounce the word correctly.

c) Closing

The time will be over in 5 minutes later. Before close the class, the teacher asked the students whether they had difficulty or not. When the teacher found that the students had understood the lesson, she closed the class by said “*Wassalamu’alaikum Wr. Wb*”.

c. Observing and Monitoring the Action

Based on the results of students activities observation data during the learning in cycle 2,⁷⁰ seen an increase in the first cycle. In the second cycle, students were more interested in observing of the explanations, following the steps of learning, and the task of the teacher.

Seen on the table of observation, at first point there were 90% or 28 students who followed the teaching and learning activities as appropriate, whereas 10% or 3 students did not follow the teaching and learning activities as appropriate.

At second point there was 6% or 2 students whose behavior did not conform to the teaching and learning process, while 94% or 29 other students to follow the teaching and learning process.

In this second cycle⁷¹ there was a significant change in the first cycle, completing learning was 93,54% compared to the first cycle of the level of completing learning only reached 67,74%. These results showed that the classical score of students have achieved complete because students who received grades **P** up to 93,5%. The completeness score was 85%.

d. Reflection of Second Cycle

In general, the application of suggestopedia method be assumed to have run in accordance with the lesson plans have prepared. The use suggestopedia methods have applied in this study showed positive results. This is showing from the increase in the score that obtained by students. Most students have achieved mastery. Increasing the score obtained by learners is the basic for researcher to terminate the research that had done in the second grade of social science two.

In the other side, the observational sheet of the students’ activity towards suggestopedia method in the second cycle⁷² was better than the previous observation. The mean score the students’ activity during the teaching and learning process of the observation up to 90%.

⁷⁰ Appendix 7

⁷¹ Appendix 6 and 9

⁷² Appendix 9

Whereas the students' behavior who did not fit in learning process down to 10%.

Based on the explanation above, the students' activity in classroom by using suggestopedia method showed a specific progress of the students' activeness. The students could comprehend the text and reached the indicators of the activities. The students were enthusiastic in learning process, it changed their perception that English learning was bored learning become more enjoy in learning activity.

C. Research Findings

After analyzing the research result which was gathered from several sources of data such as pre-research observation report, field notes, lesson plan, photograph, interview report, and the score of pre-test and post-test., the researcher concluded several findings which answered the research question in chapter 1. The research findings include the improvement of the students' vocabulary mastery and the response of the students when the suggestopedia method was being used in English lesson. The findings are presented in the following table.

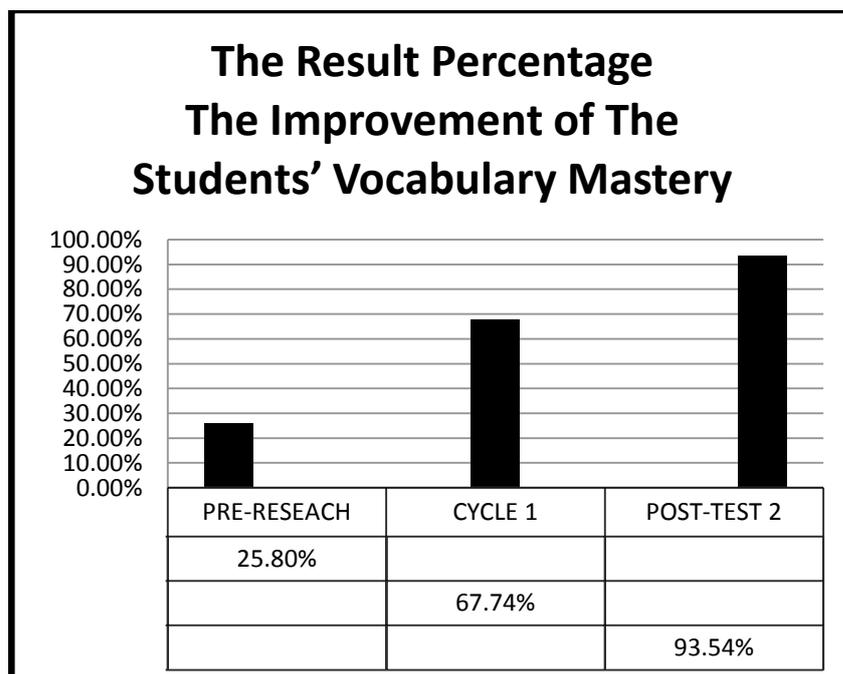
Table 4.1 The Finding Result

No	Point	Before AR	After AR
1	Students' vocabulary mastery improvement	The students' vocabulary mastery was low	Students' vocabulary mastery Improved
	a. The students' test score	a. The students' test score was low	a. The students' test score improvement
		b. The percentage avarange score in pre-reseach was 25,8%	b. The improvement of perecentage avarange score in cycle 1 was 67,74% and in the cycle 2 was 93,54%
	b. The students english vocabulary	a. The students got difficulties to	a. The students could pronounce the

	mastery	pronounce the word b. The students got difficulties in memorize the new words c. The students got difficulties to chose the appropriate words in sentence d. The students got difficulties to conducted the meaning relation	word b. The students memorize the new words easier c. The students could chose the appropriate words in sentence d. The students could conducted the meaning relation
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From the data of the table above, there are two finding. The first finding is the improvement of students' vocabulary. The improvement of students' vocabulary mastery can be seen in the result both of pre-test and post-test. The score were 25,8% in pre-test and 67,74% in post-test 1 The score in second cycle 93,54% in post-test 2. When the students were being tested in post-test, the researcher could consider that most of the students had achievement in mastering vocabulary. It could be seen from the students' test. It indicated they could answer the questions related to the material which given in learning process. The students could pronounce the words correctly, they could choose the appropriate word used it in the sentences, they known the words relations. Related to the improvement of the students' vocabulary mastery from cycle 1 to cycle 2, it can be drawn in table below:

Table 4.2 The Percentage Result



D. Research Discussion

Teaching vocabulary is not just how teach the students about the meaning of the words, but also teach other aspects of vocabulary; such as teach how to pronounce the words, how to choose the appropriate words in context, and teach the way to memorize the words.

Many students consider that English is a difficult and boring lesson. The fact makes the teacher to find the appropriate and interesting method in delivering the lesson, especially in teaching vocabulary. The technique in teaching vocabulary should allow the student to explore their knowledge about vocabulary.

In fact, the teaching of English vocabulary still focuses on memorizing the text word by word. Sometime the teacher discusses the text, after that ask the students memorize all part of the text, then the students present their memorization about the text in front of the class without know the content of the text. This teaching method makes the students bored and unmotivated in the learning process. Consequently, the students' interest to learn English is low. That is the factor why their achievement is also low.

Considering to the problems above, the teacher should find the appropriate method to build the students' interest in order they can maximally participate in the teaching and learning process. An interest method will encourage the students' motivation. One of the appropriate methods is suggestopedia. Suggestopedia is the method which uses music or videos in

teaching learning process. The use suggestopedia in teaching learning process is much needed; because with this method the teacher can give relax situations, so the students can get the material easily. With music the students can imagine their think and then they can describe their imagination to others. By suggestopedia, teaching English vocabulary will not make the students depression, but the music which is played will motivate the students in learning English. Georgi Lazanov said “Sugggestopedia tries to harness this *influences and redirect them so as to optimize learning*”⁷³. By implementing the suggestopedia in teaching learning process, the students can master vocabulary easily. In relax condition, the students can serve what they hear and see and then keep it in their mind. Not just keep what they see and hear in mind, but they can also explore and develop their knowledge.

Moreover, by implementing this method will improve students' motivation. the most important objective of Suggestopedia is to motivate more of students' mental potential to learn and which obtained by suggestion. The processes are unloading the memory banks, or reserves, of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories.

Based on the theory above, there were some advantages and contribution of suggestopedia to encourage the students' interest and motivation in learning English vocabulary. The observation result supported by the interview with the students that indicated there were differences of students' behaviors in teaching learning process before and after the implementation of the action . The participation of the students during the lesson was increase. They more actively took part in learning process. Besides, the class situation more live because there was an action and discussion.

After the implementation of the action was over, the researcher interviewed the students. From the interview could be seen that they were interested with the activities. When the researcher asked about the method, some of them said it was interesting. He also said that he could master the vocabulary easier.

Beside the improvement on the students' behaviors, there was also improvement of the students' achievement in mastering vocabulary. It could be seen from the test score. From the test that conducted in cycle 1, the percentage score of pre-test 1 was 25,8%, post-test 1 was 67,74%. The percentage score of post-test 1 67,74% increased become 93,54% in post-test

⁷³ Richards, Jack C & Rodgers, Theodore S. Approach and Methods in Language Teaching: A Description and Analysis. (New York: Cambridge University Press, 1986), p. 100

2. The result of the test scores indicated that using suggestopedia was an effective technique in improving English vocabulary mastery.



CHAPTER V

CLOSING

This chapter is to conclude the result of this study, to imply this study and to suggest others after conducting this study. Below are the conclusion, implication and suggestion of the study.

A. Conclusion

The researcher's conclusion is showed depending on the data of finding and discussion in the previous chapter. Based on the result about using suggestopedia to improve the students' vocabulary mastery of the eight grade students of MTs Hidayatul Mubtadiin Tegalarum Magetan in academic year 2016/2017, it indicated that most of the students showed their progress in activeness of applying suggestopedia method in teaching-learning process.

It was proved by the students' score of the first cycle to the second cycle. The students' percentage of completeness in the first cycle was 67,74% and in the second cycle it was up to 93,54%. The mean score of the second cycle was classified as good score that indicated the successful criteria in achieving the target 75 points.

B. Implication

The teacher needs to determine the appropriate teaching and learning method in order to make the process successful. The method has to create a good atmosphere to the teaching and learning process so that the students interested and can be motivated in taking part in the teaching learning process.

Based on the conclusion of all of the data in the research, there is improvement of the students' vocabulary mastery taught while listening music instrumental. The researcher can imply that the use of suggestopedia in teaching vocabulary can be suitable teaching method to improve the students' achievement and enhance the students' motivation.

It means that the use suggestopedia in teaching vocabulary can be developed in the process of teaching and learning language. Then Music instrument of suggestopedia helped the students to master more vocabulary. Besides, suggestopedia could encourage the students to be enthusiastic, active, creative, and confident during teaching and learning process and also could motivate the student when they bored. Those improvements of the students' attitude could change the classroom situations from boring and noisy to become interesting and good atmosphere. After implementing suggestopedia, the teaching and learning process not just centered on the teacher, but also let the student to take a part on the teaching and learning process. The teacher has to give the students freedom in explore their knowledge. Those imply that the use of suggestopedia in teaching English is an effective method to improve the students' vocabulary mastery and classroom situation during teaching and learning process.

C. Suggestion

In the end of this chapter, the writer would like to give some suggestions related to this research that can help the English teacher and other researcher.

1. To the English Teachers

Many students consider that English is a difficult and more lesson. To Change the students' mindset, the teacher has to creative in determine the appropriate method. The method has to interesting and can motivate the students. The teacher should give the students many chances to explore their idea. Besides, the teachers should improve their skill in managing class, in order to create improvement during teaching and learning process. In this case, suggestopedia can be chosen as affective method.

2. To other Researchers

This study is one of the ways in improving students' vocabulary mastery. The researcher hopes that other researcher in the other level of students can apply this method. It is also hoped that the result of this study can be used as an additional reference for future research in improving students' vocabulary mastery

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