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**THE INFLUENCE OF USING THE SUGGESTOPEDIA
ON THE STUDENTS' MOTIVATIONS IN
LEARNING ENGLISH
OF THE SEVENTH YEAR STUDENTS OF *MTS NEGERI 02
LOSARI-CIREBON***

A THESIS

Submitted to the English Education Department of
Faculty of Education of
“Syekh Nurjati” State Institute for Islamic Studies
In Partial Fulfillment of the Requirements of Islamic Scholar Degree
In English Education



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CIREBON
2012**



PREFACE

Praise and thank be to Allah, the God of all creatures, the beneficent, and the merciful. Because of His mercy and blessing, the writer is finally able to finish writing this thesis, about *“The Influence of Using the Suggestopedia on the Students’ Motivation in Learning English of the Seventh Year Students of MTs Negeri 02 Losari-Cirebon”*.

It is presented in partial fulfillment of the requirements of Islamic Scholar Degree in English Education.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, in this opportunity the writer would like to express his sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA, The Rector of *IAIN Syekh Nurjati Cirebon*,
2. Dr. Saepudin Zuhri, M. Ag, The Dean of Faculty of Education of *IAIN Syekh Nurjati Cirebon*,
3. Dr. Hj. Huriyah Saleh, M. Pd, The Chief of English Education Department of *IAIN Syekh Nurjati Cirebon*,
4. H. Udin Kamiludin, M. Sc, The First Supervisor,
5. Nur Antony, M. Hum, The Second Supervisor,



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6. Drs. Sarip, The Headmaster of *MTs Negeri 02 Losari-Cirebon*,
7. The English Teacher, the Staff and the Students of *MTs Negeri 02 Losari-Cirebon*,
8. All of the Lecturers and Staff of English Department of *IAIN Syekh Nurjati Cirebon*.

The writer realized that this thesis is still far from being perfect and there are many mistaken either in the arrangement or in the contexts. Therefore, he would welcome the comment and suggestion from the reader.

Finally, the writer hopes this thesis will be some valuable to the readers especially for the writer himself and for the English Department of *IAIN Syekh Nurjati Cirebon* as reference in general.

Cirebon, July 2012

The writer,



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CHAPTER I

INTRODUCTION

A. The Background of Problem

Language is commonly defined as a tool of communication because communication without language will not run well. Language and human are two things that cannot be separated. Language has been existed since the history of human live has been begun. People use language in many functions; they can convey their ideas, feeling and thought by saying words.

There are so many languages that exist in this world; almost every country has their own language. So do our country, Indonesia, has its own language namely Indonesian. Although we have our language, it does not mean that it is not compulsory to learn other languages such as English, Arabic, French, mandarin, and so forth. And the most language that chosen as the second language is English, because English is the language of scientist, technology and formal international language.

English is formal international language in this world. Besides being much used in America, Europe, Australia and so forth, English also used in many international communities forum in the world, where the communities may convey their idea, feeling, and thought using English. It is why English studied in many countries as secondary language that is taught in schools including Indonesian, in which government has decided that English should



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be taught in every educational step, from elementary up to high school; even English had been chosen as a major in colleges.

There are many efforts that had been made by English teachers to make their students learn English well; make good teaching methods, teaching strategies, classroom management, and so forth. Those efforts had one purpose to make students interested in learning English or in other word, make students motivated in Learning English. Because when students are motivated, they are engaging in learning English.

It was not a secret anymore that motivation is being the most important thing in learning. Like Brown (1987:114) said that motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. He adds that motivation is an inner drive, an incentive, a desire, a need that makes people act.

However, the reality shows that most of students do not motivate well in learning especially in learning English. When the writer had a conversation on April the 25th 2012 with one of the English teachers in *MTs Negeri 02 Losari-Cirebon*, Mrs. Ina Hidayanti, about the condition of the students especially in their motivation in learning English, she said that the students are less motivated in learning English.

Mrs. Ina Hidayanti further explained that the condition of the students which is less motivated in learning English by observing them. It was proven with the less participation students in learning English; the students were afraid to ask something, and were embarrassment in practicing English in a



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class. It obviously they are less motivated in learning English, because when the students are motivated well in learning English, they will take apart in every classroom activities, they do not feel afraid to ask something, and they do not embarrassment in practicing English. Motivated students are so enthusiastic in participating in every learning activities of the subject which they motivated to learn.

Actually, our national curriculum had made a good effort to overcome the problem of less-motivated-students in learning English by made a regulation to insert motivation in lesson plans, usually in the pre-teaching activity. The motivation here was given by telling the students the aims of the learning material to their necessity in using that material in their daily life. But it is not enough, because motivation is not only deal with that matter; there are several things that must be calculated too.

In motivation, there are three sets of motivational components are identified as Dornyei states:

Course-specific motivational components concerning the syllabus, the teaching materials, the teaching method, and the learning tasks; teacher-specific motivational components concerning the teacher's personality, teaching style, feedback, and relationship with the students including the affiliative drive to please the teacher, authority type, and direct socialization of student motivation (modeling, task presentation, and feedback); and; group-specific motivational components concerning the dynamics of the learning group, including goal-orientedness, norm and reward system, group cohesion and classroom goal structure. (Dornyei 1994:280)

To know whether the three components of Dornyei above have an effect to the students' motivation in learning English, the writer chooses the



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application of using the Sugestopedia method by its own learning characteristics as the teaching method. And to know whether the Suggestopedia method influence the students' motivation in learning English is the reason why the writer raise it as his own study.

B. The Identification of the Problem

This thesis is exploring how the using of the Suggestopedia method can affect the students' motivation in learning English. It means that the writer attempts to give a lesson by using the application and the characteristics of the Suggestopedia method in learning English. This can be simplified:

1. The Field of This Research

The field of the research of this thesis deals with the Suggestopedia method and its influence to the students' motivation in learning English.

2. The Kinds of the Problem

The kinds of the research of this research that the writer wants to solve are:

- a. What are the characteristics of Suggestopedia?
- b. What are students' motivational factors in learning?
- c. How are the students' motivation in learning English?
- d. Does Suggestopedia influence students' motivation?



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3. The Main Problem

The main problems which are hopefully solved in this research is about the influence of using Suggestopedia on the students' motivation.

C. The Limitation of the Problem

A clear limitation is important in any scientific observation since it will function as the line of analysis. In conducting this research, the writer has limited the problem. In this case, the writer chooses *MTs Negeri 02 Losari-Cirebon* and takes seventh grade as the object of the research. But to limit the research, the researcher just takes 25% from all the population of seventh grade of *MTs Negeri 02 Losari-Cirebon*.

In this research, the writer just focus on students' motivation, especially in students' motivation in learning English and the use of the application of Suggestopedia to help students increase their motivation in learning English. To know whether the using Suggestopedia influence the students' motivation in learning English, the writer takes the title "The Influence of Using Suggestopedia on the Students' Motivation in Learning English".

D. The Questions of the Research

Based on the background of the problem above, the writer takes the questions of the research as follows:



1. How is the students' response to the application of the Suggestopedia method in learning English?
2. How is the students' motivation in learning English?
3. Is there any significant influence of the application of the Suggestopedia method on the students' motivation in learning English?

E. The Aims of the Research

The writer proposes two main kinds of aims of this proposed research as follows:

1. To know the students' response to the application of the Suggestopedia method in learning English.
2. To know the students' motivation in learning English.
3. To know if there any positive and significant of the application of the Suggestopedia method on the students' motivation in learning English.

F. The Usefulness of the Research

As the result of this research will have been known that there will be benefits practically. The writer hopes that the research about the influence of using the Suggestopedia on the students' motivation in learning English have some benefits for the teacher of the students as follows:

1. For the teachers:
 - a. To find out the characteristics of the application of the Suggestopedia method that influence in students' motivation in learning English.



- b. To propose the characteristics of the application of the Suggestopedia to solve the problem in increasing students' motivation in learning English.
2. For the students:
 - a. To give students a lesson that motivation in learning especially learning English is important.
 - b. To give students a knowledge what things do make the students are motivated in learning, especially learning English.
 - c. To show to the students that they can motivate their own self in learning English by making their learning environment or atmosphere supports their learning process like in Suggestopedia.

G. Operational Definition of Variables

According to Brown (1991: 9), variable is an observed or quantified representation of a construct, which is the actual underlying human characteristic of ability in question. There are two variables of the research that the writer took, namely: independent variable and dependent variable. An independent variable is a variable that influences the dependent variable or it can be said that the dependent variable is bounded to the independent variable and it may change while the independent variable changes. The independent variable or can be called as X variable of this research is using Suggestopedia. And the dependent variable or can be called as Y variable of this research is students' motivation in learning English.



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H. The Assumption of the Research

The assumption of the research is based on the Bancorft's statement (1999: 21) which is written in his book. He explained that the function suggestion as one of the important component in the application of Suggestopedia is not only to eliminate students' mental block such as feeling unable to speak, perform, ask, etc. but also to improve motivation.

Based on the explanation above, the writer assumes that using Suggestopedia on the students can improve the students' motivation in learning especially in learning English. The characteristics of Suggestopedia such as authority of the teacher, 'infantalization', 'double-planedness', intonation, rhythm and concert pseudo-passiveness which are aimed to give students suggestions through direct and indirect ways to overcome the students' mental block and also to improve their motivation in learning.

I. The Frame of Thinking

In teaching a language, especially teaching English language, there are some methods of teaching language that used by the teachers. Those teaching language methods are important as the teachers' tool to deliver the language learning materials to the students in order the students capable to achieve the learning criteria that had been decided before.

There are many methods of teaching that we know, and one of them is the Suggestopedia, the language teaching method that developed by Geroqi Lazanov. As stated by Larsen (2003:73) Dessuggestopedia, the application of



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the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning.

The most conspicuous characteristics of Suggestopedia are the decoration and furniture which make the classroom more cheerful, arrangement of the classroom, the use of music, the authoritative behavior of the teacher and the use of suggestion.

Suggestopedia is one of teaching language method which has a tight relationship with the term of suggestion. Further, Bancroft (1999:21) described in his book that suggestion has some benefits, and one of them is to improve the motivation.

Suggestion may be used to eliminate the mental strain or physical pain connected with the illness; to establish a regime of rest; to achieve mutual confidence between doctor and patient; to remove the negative effect of certain stimuli related to the senses; to bring about an extended period of physiological sleep; to organize proper nutritional habits; to improve motivation and attitudes.

It is undoubted again that motivation in learning is important. As described by Patel (2008:41) in his book English Language Teaching,

We know that first language is acquired and second language is learnt. To learn first language we need not to motivate the child, he is internally motivated and he acquires first language. To learn second language students are given systematic practice, it means he is motivated to learn second language. Without motivation he can not learn second language.

As stated in his book, Wyse (2005:16) said that motivation is an extremely important factor in learning and is closely tied involvement and



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empowerment. Further Evan (1999:7) said in her book, *Managing to Motivate* that motivation is a condition, or the creation of a condition, that encompasses all of those factors that determine the degree of inclination towards engagement in an activity.

There many studies that make an attempt to know what factors which increase the students motivated in learning. One of some attempt had been made by National Research Council United State (2004:14), and made a statement about motivation as follow:

Increasing motivation and engagement is unlikely to be accomplished by simple policy prescriptions, such as raising standards, promoting accountability, or increasing school funding—although these may be helpful in the right set of circumstances. The fundamental challenge is to create a set of circumstances in which students take pleasure in learning and come to believe that the information and skills they are being asked to learn are important or meaningful for them and worth their effort, and that they can reasonably expect to be able to learn the material.

If the writer relate the characteristics of Suggestopedia which apply a set of circumstances in which students take pleasure in learning with music, the decoration and the furniture and the authoritative behavior of the teacher as the statement above from National Research Council United State the writer regard there is positive influence of using the Suggestopedia on the students' motivation in learning English of the seventh grade students of *MTS Negeri 02 Losari-Cirebon*.



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J. The Hypothesis of the Research

The hypothesis of the research in writing this thesis is that there is positive and significant influence of using Suggestopedia on the students' motivation in learning English. This hypothesis was taken according to Bancorft's statement that giving suggestion which is one of the important things in Suggestopedia can improve motivation.



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