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THE INFLUENCE OF USING DESUGGESTOPEDIA METHOD ON INCREASING STUDENTS' MASTERY IN VOCABULARIES AT *SD NEGERI MINDI 2*

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* Institute for Islamic
Studies in partial fulfillment of the requirement for Islamic Scholar Degree in English Education
Department (S.Pd.I)



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CIREBON
2012**



ABSTRACT

EGIN JUNOVAISEL : “THE INFLUENCE OF USING
DESUGGESTOPEDIA METHOD ON
Reg. Num. 58430615 INCREASING STUDENTS’ MASTERY IN
VOCABULARIES AT *SD NEGERI MINDI 2*”

One of the functions of language is that it is means of communication and interaction. Language is used among people to convey a message or information, to entertain, and to express feeling. Every group of people has their own language to be used. As a part of a word society, it is better if Indonesian student can communicate with other people from different country. Thus, they have to learn other language as a means of creating better communication and interaction in to build mutual relationship with other society.

The teacher of English subject at SD Negeri Mindi 2 always using desuggestopedia Method in teaching English vocabulary. Because the desuggestopedia method can make the students interested and the students can be accepted quickly English vocabulary.

The aims of the research are to find out the data about: (i) the increasing students’ mastery in vocabularies, (ii) the positive and significant influence of using desuggestopedia method to the students’ mastery in vocabularies.

In this research, the writer uses the library research to collect the data and to the theme scientifically and the field research to find out quantitative data by using these techniques: observation, questionnaire, interview, and test. He computes the data using the formula of product moment correlation.

The conclusions of this research are that the use of desuggestopedia method is important in process of teaching and learning English vocabulary that can be seen from the students questioner of vocabulary by using desuggestopedia method, that have score 47.09%% is included in category agree very much, 27.711% is included in category agree, 4.712% is included in category disagree, 14.861% is included in category disagree, 7.426% is included in category disagree very much. So the means of the students on increasing mastery vocabulary by using desuggestopedia method is 84%. Whereas the influence of using desuggestopedia method (X variable) and on increasing students’ mastery in vocabularies (Y variable) has total average is 0.72% it means that **high** correlation.



PREFACE

In the name of Allah The Most Gracious, The All Merciful and Beneficent, all the praises and thanks to Allah. The Lord of the universe. Whose blessing are completed the righteous dads. Peace, blessing and grace of Allah are upon the last prophet Muhammad, and upon his mother, prophet and messengers and upon his family, his companion and followers until the day of resurrection.

Certainly, that which Allah's will, there is no strength save in Allah, a power belonged wholly to Him. By His mercies and guidance, was able to complete this thesis. May He strengthen faith to Him and endow with knowledge and wisdom, and pardon and forgive failings and weakness.

In addition, in this occasion the writer should be like to extend his heartfelt gratitude and thank due to:

1. Prof. Dr. H. Maksum Mochtar, M.A, The Rector of *IAIN SyekhNurjati Cirebon*.
2. Dr. Saefudin Zuhri, M.Ag. The Dean of Tarbiyah Faculty of *IAIN SyekhNurjati Cirebon*
3. Dr. Hj. Huriyah Saleh, M.Pd., The Chairwoman of English Education Department of *IAIN SyekhNurjati Cirebon* and as the first supervisor.
4. Sumadi, SS, M, Hum., as the second supervisor.
5. Rozak, S.Pd The Headmaster of SD Negeri Mindi 2.
6. Dr. Ilman Nafi'a . M. Ag



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7. Wakhid Nashruddin, M. Pd

Then, I would like to offer my deepest respect and graceful to my beloved father Rozak and mother Cucum Sumiati and two my beloved brother Ramang Rudianto and Fanni Gries Listiyani, for all their prayers, advice, and spirit, and everybody whom cannot mentioned one by one. To all of them, the writer accords his sincere gratitude.

Finally, to all who as helped and supported me in physical and spiritual. I thank with all my sincere feeling and pray to Allah Almighty to give great reward in this world and hereafter. Amen.

Cirebon, September 2012

The Writer



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TABLE OF CONTENT

	Page
PREFACE	i
TABLE OF CONTENT	iii
 CHAPTER I INTRODUCTION	
A. The Background of The Problem.....	1
B. Identification of The Problem	7
C. The Limitation of The Problem.....	8
D. The Questions of The Research	8
E. The Aims of The Research.....	8
F. The Use of The Research	9
 CHAPTER II THEORITICAL FOUNDATION	
A. The Definition of Suggestopedia Method	10
1. The Definition of Suggestopedia Method	10
2. The activities of suggestopedia method	12
3. The Strength and the Weakness	16
B. Increasing Vocabulary	17
1. How to increase vocabulary	17
2. The way of students increasing vocabulary	19



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3. Affective factors in increasing vocabulary	20
C. The Basic Principles of the Students' Mastery in Vocabularies	21
1. The definition mastery of vocabulary	21
2. The definition of vocabulary	21
3. The technique of teaching vocabulary	23
D. The Frame of Thinking	26
E. The Hypothesis of The Research	28

CHAPTER III METHODOLOGY OF RESEARCH

A. The Objectives of Research	29
B. The Place and Time of The Research	29
C. The Method of The Research	29
D. The Variables of The Research	29
E. Population and Sample	30
F. The Instrument of Collecting The Data	31
G. The Technique of Analysis The Data	33

CHAPTER IV THE RESEARCH FINDING

A. The Description of School	35
1. The historical background of SD Negeri Mindi 2	34
2. The process of teaching and learning English in classroom	36
B. The Research Finding	38



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1. The procces of Teaching and Learning with suggestopedia method	38
2. The students increasing in learning with using suggestopedia method....	47
3. Hypothesis Analysis Data	56

CHAPTER V CONCLUSION

A. Conclusion	57
B. Suggestion	58

BIBLIOGRAPHY

APPENDIX



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

A language, any kinds of human languages in the world, all of the countries although regions have different of language, because language is used as a tool of communication. And it is very important of human interaction to someone else.

Language as a communication system is thought to be fundamentally different from and of much higher complexity than those of other species as it is based on a complex system of rules relating symbols to their meanings, resulting in an indefinite number of possible innovative utterances from a finite number of elements. Language is thought to have originated when early hominids first started cooperating, adapting earlier systems of communication based on



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expressive signs to include a theory of other minds and shared intentionality. This development is thought to have coincided with an increase in brain volume, and many linguists see the structures of language as having evolved to serve specific communicative functions. Language is processed in many different locations in the human brain, but especially in Broca's and Wernicke's areas. Humans acquire language through social ~~interaction~~ in early childhood, and children generally speak fluently when they are around three years old. The use of language has become deeply entrenched in human culture and, apart from being used to communicate and share information, it also has social and cultural uses, such as signifying group identity, social stratification and for social grooming and entertainment. The word "language" can also be used to describe the set of rules that makes this possible, or the set of utterances that can be produced from those rules.

All languages rely on the process of symbiosis to relate a sign with a particular meaning. Spoken and signed languages contain a phonological system that governs how sounds or visual symbols are used to form sequences known as words or morphemes, and a syntactic system that governs how words and morphemes are used to form phrases and utterances. Written languages use visual symbols to represent the sounds of the spoken languages, but they still require syntactic rules that govern the production of meaning from sequences of words. Every group of people has their own language to be used. As a part of word



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society, it's better if native students are able to communicate with other people from different country. Thus, they have to learn the target language as medium of creating better communication and interaction in order to build mutual relationship with other society. Arnold Lakhovsky, *the Conversation* (Circa, 1935: 122)

According to Lado (1964: 11)". Language is intimately tied to man's feeling and activity. It is bound up with nationality, religion, and the feeling of self. It is used for work, worship, and by everyone, be he beggar or banker, savage or civilized.

English is a global language which is used by all people in the world. English has been stood out in the all over the field of people. It means that English has strong effect to the other languages in the world. So English becomes an international language and a universal language.

English is one subject which is given to students. Students learn to show their expressions and ability in English. Students can take advantages from learning English every day. English is designed to develop knowledge and ability of the students to be better in the future. English is given from elementary school until university commonly has four skills. They are the mastery of receptive skills (reading and listening) and the mastery of productive skills (speaking and writing).



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In teaching and learning English in order to get the goal, a teacher should have ability of an appropriate method and technique to enable the students' ability in studying English. A good teacher must be skillful in dividing time, discipline, the instruction method, understood and mastery English.

In this study, researcher wanted to enable the students that the purpose of learning English through Desuggestopedia method can be achieved. Researchers will therefore focus on the method. Purpose of this study in particular is to increase the ability of students' vocabulary.

Properly in the process of learning English, so should be given the students' motivation, direction and creation of a conducive learning atmosphere, so students feel comfortable. It is behind the appointment of Desuggestopedia method for this. Why Desuggestopedia, because it's a method which is considered appropriate by the investigators in this study. Why appropriate, because this method, it is also able to help to erase the students' negative assumptions; learning English is difficult. Besides that, this method also gives the motivation and suggestion toward students, so, the students not only get the materials but also suggestion and motivation from teachers.

According to Larsen - Freeman (2000: 74) Desuggestopedia Method is the application of the study of suggestion to pedagogy. This method creates the classroom atmosphere as comfort as possible. It is for helping the students eliminate the feeling that they cannot be successful or the negative associations help them to overcome the barriers to learning. This method emphasize in vocabulary and speaking communicatively. The class is facilitated in a cheerful environment. If the students are relaxed and confident, they will not need to try



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hard to learn the language. It will just come naturally and easily. Native language translation is used to make the meaning of the dialog chart. Students are asked to pretend temporarily that they are someone else and to perform the target language as if they were that person. Errors are corrected gently, with the teacher using a soft voice. Music is played. The students engage in various activities designed to help them learn the material and use it spontaneously.

But the grammar in this method is deal with explicitly but minimally. They get the vocabulary and the grammar from the dialog. When the power decreases it will make the students' feel decrease too. They are in the condition in before.

Desuggestopedia can be applied in the intermediate level. They should be set up the positive suggestion in their ability in their learning language. They should believe in their selves that they can do it. So they can get the matter in the higher level well.

Vocabulary is a necessity for someone who wants to understand a reading, conversation or writing the English language. Without adequate vocabulary is impossible for us to be able to achieve that goal Yusran Pora(2002: vii).

According to Aam Amanah (2012) The Influence of Students' Responses towards Using Pictures on The Students Mastery in Learning Vocabulary at The Eighth Grade of SMPN 1 SINDANGWANGI-MAJALENGKA states that "as a language teacher, she uses variety of teaching aids to explanation language, one of the aids are by using pictures. During the observation in SMPN 1



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Sindangwangi-Majalengka, the writer know the English teacher seldom using pictures to teach English vocabulary, he often translates the English vocabulary in the sentences into Indonesia, for example: I have a book. I= saya, have= memiliki, a= sebuah, book= buku. This certainly makes the students feel bored, not interested in learning the English vocabulary. In this case the writer to try to increase students mastery in learning vocabulary by using pictures. Therefore, picture as one of media and can be used in teaching vocabulary. It can make good solution for the student process of learning and also can help affective teaching. The writer want to the students understand of English vocabulary after using pictures and help the students easier to understand word meaning, so the writer asks the English teacher of eight grade of SMPN 1 Sindangwangi – Majalengka to try teaching English vocabulary by using pictures”.

Based on Nuraeni (2012) The Influence of Using Games on The Students’ Vocabulary Competence at The Seventh Grade Students of SMPN Lemahabang states that “using games in teaching vocabulary hoped it can help the students to memorize and absorb the new vocabulary well and faster than before. And the students can enjoyable without stress and fun with the subject material of learning. They can easier understand new words and vocabulary and in order to master on vocabulary competence”.

Based on that statement above, the writer determines as follows. The competency of vocabulary is the mastery or the capability of the students’ vocabularies or words while they have studied in the class.



The writer interested to research how far vocabulary (Desuggestopedia method) can give some contribution to increasing students' vocabularies at SDN Mindi 2

The problem that has been written above, we must solve together and find a way out. A teacher must choose the appropriate method for teaching and learning process to run smoothly. In addition, teachers also need to provide a support or motivation to help develop their vocabulary.

To learn the lessons of English as a foreign language is not easy thing, It is need long time, so learning English in school at this point is important because (science and technology) is growing. And students should follow these developments.

If it is the students' have competence in English vocabulary will improve their achievement in good learning English. So in this study there are two variables, the first variable is the influence of using Desuggestopedia method as the development of variable X and the second is increasing students' vocabularies as the development of variable Y. The writer chooses this topic based on his experience on English teaching. He found some difficulties on the students' vocabulary especially when the students are learning English, so the writer would like to fine out of the students' increase in vocabulary and their competence in good vocabulary English.

B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The field of the Research



The field of research of this thesis is vocabulary.

2. The kinds of problem

In the English language such as reading, speaking, listening, the most important thing is memorizing vocabularies, and also students have found the difficult it, because of memorizing less their vocabulary

3. The main problem

The main problem of this thesis is the students' difficulties to increase the mastery of vocabularies at SD Negeri Mindi 2

C. The Limitation of Problem

In this research, the researcher would like to limit the problem which has influence with the title of the thesis that is "the influence of using Desuggestopedia method in increasing students' vocabularies".

D. The Questions of the Research

The writer formulates the problem into three questions, namely:

1. How is the students' response towards using Desuggestopedia method?
2. How is the students' achievement in their vocabularies after using Desuggestopedia method?
3. Is there any positive influence of using Desuggestopedia method on increasing students' mastery in vocabularies?

E. The Aims of the Research

1. To find out students' response of using Desuggestopedia method.



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2. To find out students' achievement in increasing their vocabularies.
3. To find out if there is any positive influence of using Desuggestopedia method on increasing students' mastery in vocabularies.

F. The Use of Research

The research product hoped to be able to increase the developing of language learning, especially to on increasing the students' mastery in vocabularies.

The research result hoped to be able to:

1. Increase the students' achievement in vocabularies.
2. Increase the students' skill of vocabularies.
3. Teachertoenablethe achievement andvocabularyskillsof students, a teachermustgiveat least 3-5everydayvocabulary
4. Give motivation with the use of Dessuggestopedia method.

In theDesugesstopedia method is indispensable for students who are lazy to learn, especially in memorizing vocabulary. Where in the method Desuggestopedia very important role to provide motivation for students to reflect seriously willing to learn.



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