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THE COMPARATIVE STUDY BETWEEN LEARNING ENGLISH VOCABULARY BY USING DESUGGESTOPEDIA AND STUDENT TEAMS-ACHIEVEMENT DIVISION (STAD) FOR THE SECOND YEAR STUDENTS AT *SMPN 15* CIREBON

A THESIS

Submitted to the English Department of Tarbiyah Faculty of Syekh Nurjati state in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education (S.Pd.I)

BY:
PEPI NURPALAH
58430595
PBI C / VIII

THE ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES CIREBON
2012

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ABSTRACT

Pepi Nurpalah, 58430595: "The Comparative Study Between Learning English Vocabulary By Using Student Teams Achievement Divisions (STAD) Method And Desuggestopedia Method For The Second Year Students At *SMPN 15 Cirebon*"

The communication between one and another people need an instrument that is used for communicating, that is language. Language is the system of sounds and words used by humans to express their thoughts and feelings. In teaching language, it is important to teach its vocabulary. In this case, the writer compares the student's achievement in vocabulary by using Student Teams Achievement Divisions (STAD) method and Desuggestopedia Method.

The meaning of Student Teams Achievement Divisions (STAD) method is the instructional use of small groups that allows students to work together to maximize their own and each other as learning. Desuggestopedia is one of the strangest "humanistic approaches".

The methodology of research is quantitative approach. It means that the data which is obtained from the field of the research then analyzed statistically by means of numbers by using the t-test (t-observed) formula. The objectives of the research are to find out the data about the students' achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) method and Desuggestopedia Method, and to find out the data if there is any positive and significant comparison between them. The population of the research is all the second year students at *SMPN 15 Cirebon* (259 students and sample 74).

The average score of the student's achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) method is 8.08 and the average score of the student's achievement in learning English vocabulary by using Desuggestopedia is 7.32. The score 8.08 means the student's achievement in learning English vocabulary by using STAD is very good category and the score 7.32 means the students' achievement in learning English vocabulary by using Desuggestopedia is good category. Meanwhile, the writer knows that the result of "to" (t–observed) is 2.62. And finds that the critical value of "t-table" with the significance 5% and the degree of freedom (df) 72, the critical value is 2.00. This means that the null hypothesis (H0) stated by the writer in chapter one is accepted because the value of "t-observed" (2.62) is higher than the value of "t-table" (2.00). This indicates that there is a positive and significant comparison between the students' achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) method and Desuggestopedia Method for the second year students of *SMPN 15 Cirebon.*

The student's achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) method is better than Desuggestopedia Method.

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PREFACE

In the name of Allah SWT, Most Gracious and Most Merciful. All praises and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and followers up to the end of the world.

The title of the thesis is **"THE COMPARATIVE STUDY BETWEEN LEARNING ENGLISH VOCABULARY BY USING STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) METHOD AND DESUGGESTOPEDIA METHOD FOR THE SECOND YEAR STUDENTS AT *SMPN 15 CIREBON"*** is submitted to fulfill one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of The Institute For Islamic Studies (IAIN) *Syekh Nurjati Cirebon.*

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

1. Prof. Dr. H. Maksum Mukhtar, M.A., the Rektor of IAIN *Syekh Nurjati Cirebon*.
2. Dr. Hj. Huriyah Saleh, M.Pd., as the Chairwoman of English Department and as the first supervisor.
3. Dr. Septi Gumiandari, M.Ag as the second supervisor.
4. My parents, my sisters who always give support in finishing this thesis.

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5. My special someone who always help and guide me, thank you so much.
6. All of my friends, Especially Elin linjayanti and Endang Sulistian and the students of English program C, thanks for all support and spirit.

The writer knows that this thesis is still far from being perfect and there are many mistakes both in the arrangement and in the content of this thesis. Therefore, she would welcome the comments, and suggestions from the readers.

Finally, the writer hopes this thesis will be useful to the readers especially, for the writer herself and for English Education Faculty of *Tarbiyah* of IAIN *Syekh Nurjati* as a reference in general.

Cirebon, July 13rd, 2012

The Writer,

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CHAPTER I

INTRODUCTION

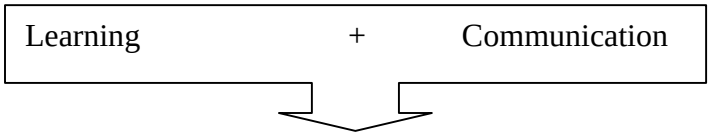
A. The Background of the Problem

Communication is an activity of expressing ideas and feelings or giving people information. All of people in the world need somebody, something and also need to communicate one another. The communication between one and another people need an instrument that is used for communicating, that is language.

According to Oxford Advanced Learner's Dictionary of Current English (1995: 662), Language is the system of sounds and words used by humans to express their thoughts and feelings. In other words, communication is very important because communication is something that is connected with our hands, speech organs, eyes and ears to communicate with other people.

According to Fernando Penalosa (1981 : 12), there seems fairly generally agreement among linguistics that language is a system which relates meaning to sound, weather in the action of speaker or hearer. So that, we can communicate by gestures, pictures and music, but language (oral) is the commonest form.

Every country all over the world needs English. The reason is because English is the only one foreign language acknowledged by the world to be the only tool for communication. Nowadays, English is not the new thing anymore as an exclusive language. But very few people are able to use English. In the context of Indonesia, English as a foreign language is a compulsory subject to be taught in all schools from junior high to senior high schools until elementary schools. According to Tom Hutchinson and Alan Waters (1534 : 17), the origin of English Language teaching such as in this figure :



English Language Teaching

- English as mother tongue
- English as foreign language
- English as a second language

English has the specific purposes such as : the language of science, the language of medicine, the language of religion, the language of law, the language of press, the language of advertising and the language of broadcasting. The language of each others have the different application

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especially in use of the vocabulary. There is the correlation between learning English and vocabulary. Someone will be able to understand English because they know the vocabulary that uses in the context or spoken.

The meaning of Vocabulary according to oxford dictionary is all the words that a person knows or uses. The mastery of vocabulary sit on an important role in learning a language, especially English, because word is basic case to think, as when we are thinking, we need words. The teacher might be easy to teach all of about English in the classroom, but sometimes not all of the students understand about the teacher's explanation. Most of teachers still use the conventional method in learning English, just explain or rewrite the lesson from the book, etc.

There some problems faced by students in learning English vocabulary such as the method of teaching and the knowing of vocabulary. The application of the method gives the influence to improve the students' ability in learning vocabulary. If the method is boring it will make the students lazy to the lesson. The solve of this problem the writer took the title from three thesis as the reference such as:

Siti Khadijah (2010)Studied The Effectiveness of STAD (Student Teams-Achievement Division) in Improving Students' Writing Ability at *STAIN Kediri*. The present study was conducted to examine the effectiveness

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of STAD (Student Team-Achievement Division) in improving students' writing ability.

Widi Astani, (2011) Investigated The Use of Visualization in Desuggestopedia Teaching Method to Improve the Students' Reading Comprehension (A Study of the Eighth Grade Student of SMP Negeri 1 Pati in the Academic Year of 2011/2012) who taught by using this method and conventional method.

Nining Pujiningsih, S (2010) did a research on Improving Students' Vocabulary By Using Total Physical Response (A Classroom Action Research in the Sixth Year of *MI NU Manafiul Ulum Kudus* in the Academic Year of 2009-2010) Surakarta: *Sebelas Maret University*. 2010. The research findings show that Total Physical Response can improve the students' English vocabulary including the meaning, spelling, pronunciation, and using of words.

Based on thesis above, the writer tries to compare Student Teams Achievement Divisions method and Desuggestopedia method in improving the Students mastery in vocabulary. So the title is

"**THE COMPARATIVE STUDY BETWEEN LEARNING ENGLISH VOCABULARY BY USING STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) METHOD AND DESUGGESTOPEDIA METHOD FOR THE SECOND YEAR STUDENTS AT *SMPN 15***

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CIREBON". This thesis is very important in improving the students' mastery not only in writing, reading but also Vocabulary.

B. **The Identification of the Problem**

To identify the problem in writing this thesis, the writer will classify it into the following parts:

a. The Research Field

The field of research in writing this thesis is Method of Teaching. In this case, the writer compares between learning vocabulary by using Student Teams Achievement Divisions (STAD) method and Desuggestopedia method.

b. The Kinds of the Problem

The kinds of the problem in this research are:

- The students are less in mastering vocabulary
- The Teacher uses conventional method of teaching
- The students feel boring in the classroom
- There is no motivation for the students in learning English

c. The Main of Problem

The main of problem in writing this thesis is about the students' achievement in learning English vocabulary. Because the teacher applies the conventional method in teaching , it makes the condition of the students feel boring, lazy and also judge that English is difficult and not interest. In other that there is no stimulation and motivation

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from the teacher in learning English in the classroom. So, the writer applies Student Teams Achievement Divisions (STAD) method and Desuggestopedia method in improving the students mastery in Vocabulary.

C. The Limitation of the Problem

In learning language especially English, . the teacher must know the effective method in teaching vocabulary, so that teaching and learning process will be succeeded.

In limiting the problem, the writer tries to divide the problem into three kinds:

1. The students' achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) method.
2. The students' achievement in learning English vocabulary by using Desuggestopedia method.
3. The comparative study between learning English vocabulary by using Student Teams Achievement Divisions (STAD) method and De-suggestopedia method.

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D. **The Questions of the Research**

Based on the reason above, the writer has tried to give close attention to know:

1. How is the Students' achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) method?
2. How is the Students' achievement in learning English vocabulary by using Desuggestopedia method?
3. Is there any positive and significant comparison of the students' achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) and Desuggestopedia)?

E. **The Aims of the Research**

The aims of research in writing this thesis are as follows:

1. To find out the data about the Students' achievement in learning English vocabulary by using Student Teams Achievement Divisions (STAD) method.
2. To find out the data about the Students' achievement in learning English vocabulary by using Desuggestopedia method.
3. To find out the data if there is any positive and significant comparison between learning English vocabulary by using Student Teams Achievement Divisions (STAD) method and Desuggestopedia method.

F. The Usefulness of the Research

The usefulnesss of this research are as follows:

1. Through the application of Student Teams Achievement Divisions (STAD) method and Desuggestopedia method in learning English vocabulary, the students are expected to be motivated in learning English vocabulary. So that, they can increase their ability.
2. To find out how the English teacher uses the best method of teaching in learning English vocabulary in the classroom by using Student Teams Achievement Divisions (STAD) method and Desuggestopedia method.
3. Through Student Teams Achievement Divisions (STAD) method and Desuggestopedia method in learning English vocabulary, methodology can be implicated by English teacher to teach English vocabulary in the classroom.
4. The research can be a reference for the next research.

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