

CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary Learning and Teaching

Vocabulary is the fundamental part of language but it has some scheme inside. McCarthy (1990), mentions three vocabulary scheme: language knowledge, modes of behaviour, and modes of action. In language knowledge it is linked with the book for pronunciation, vocabulary, grammar, etc. Secondly, modes of behaviour it is concerned to the pedagogic skills of reading, listening, speaking and writing. The last is modes of action, it is about topics, lesson plan, method and evaluation.

As we know, language is a tool for communicating but then we should master in vocabulary, According to Novitalita Tungka (2010) the ability of people in using English as a communication tool spoken and written is depending on their vocabulary mastery. Students are given the opportunity to do question and answer to the teacher or to other students about certain vocabulary. One of the objectives of this procedure is to make students pay attention to aspects of knowing a word.

Learning English vocabulary to children should be based on how they learn the language. Teachers need to give students the opportunity to discover how they learn. First, students need to be taught the form of spoken and written language. Secondly, students need to get a chance to imitate these forms of language. Vocabulary not only supports the four language skills but also mediates

between ESL students and the lack of vocabulary knowledge is an obstacle to learning (Hendra, 2011).

We are still using limited textbook for supporting their teaching learning process. Ketut Warta (2007) states that many teachers are applying traditional method and using textbook for assisting them. Because of that we should use an appropriate method for helping the teachers to catch their teaching goals, such as suggestopedia method. Suggestion can influence the result of students' learning situation; either gives a positive or negative suggestion. (DePorter & Hernacki, 2013).

B. Suggestopedia Method

Suggestopedia comes from a suggestology, a science that studies systematically about non-rational influences or unconscious influences on human behavior. This method was developed by Georgi Lozanov, a Bulgarian psychotherapist in 1975. According to Lozanov (1978), the language classroom are the word memorization and the patterns of the language also their integration based on the students' personalities.

Suggestion has some influences' aspects for human. According to Lozanov (1978), Suggestology as a science has found that the factor of suggestion is very important in human life. In an interaction there are always two aspects, namely the logical (conscious) and the emotional (unconscious) aspects. The main task of the suggestopedia is to try to keep the hidden mental capacity of human savings to be mobilized for learning purposes by organizing a comprehensive

system. In such cases unconscious suggestive and emotional cues can be coordinated as best as they can.

1. Phases of Suggestopedia

According to (Lozanov, 1978), there are three phases in suggestopedia such as deciphering, concert session, and elaboration. In deciphering session the teacher introduce the grammar and lexis of the content. In concert session the teacher reads the text in normal speed and te students follow in active session and in passive session the students relax and listen the teacher guidance. In elaboration session the teacher elaborate between the material that will be discussed with the method.

2. Implementation of Learning Suggestopedia

Technique of implementation of language with suggestopedia is very unique. For an intensive class, learners meet for four hours a day, six times a week, for a period of one month. Thus, one lesson package consists of 96 hours face to face. To keep the classroom atmosphere fit the desired conditions, the number of students is preferably more than twelve, with the same percentage.

The suggestopedia method has several steps in the learning process. The author follows the steps as follows.

a) Introduction

This is the first phase in the suggestopedia. Teachers organize unusual classes. Classical and modern music will be played during the learning process. the video and slide will be showed in front of the class by using projector.

The teacher also asks the students to listen to the musical composition of the instrument. While listening to music, students are asked to close their eyes and adjust their breathing to match with a tap of music. After the music is over, they are asked to imagine something that makes them very happy before they open their eyes.

b) Concert session

In this session, the writer divides the papers containing the text. The upside of the text is in English and on downside of the english text write in Bahasa Indonesia as its translation. The teacher reads and explains the text in front of the students with classical and modern music. As if what the teacher is reading one instrument of music. In Suggestopedia, this is called Active concert.

After an active concert session, the teacher once again asks the students to close their eyes and listen to the text read by the author accompanied by the music created by Mozart Music and modern music. Students are asked to imagine the content of what they read. Currently, the text reading is done as is usually a readable text. Differences with those that were read during the live concert.

c) Elaboration sessions

In this session, the teacher asks the students to read the text that has been read. This step will remind the students of the important things they have learned.

d) Final session

Lastly students are asked to create their own dialogue that is related to the previous text. Kharismawati and Susanto state based on Lozanov (2005) “if you want to learn more, more easily, more pleasantly, in a stable way and with a better impact on health – then accept Suggestopedia.”

C. Previous Studies

There have been some studies concerning on the vocabulary mastery. Kaharudin’s thesis entitled “IMPROVING THE VOCABULARY MASTERY OF THE SECOND GRADE STUDENTS OF SOCIAL SCIENCE 2 BY USING SUGGESTOPEDIA METHOD AT SMA 10 MAKASSAR”. The writer said that, the objectives are the improvement by using suggestopedia method in vocabulary mastery and how students’ learning process through suggestopedia method. After the writer finished the study, he said that the use of suggestopedia method for English Learning improved students’ vocabulary mastery. By comparing the means of pre-test and post-test score. In addition, the writer said that this method also made students be actived and motivated.

The second previous research is compiled by Rahayu Windu Setyawati with entitled “IMPROVING STUDENTS VOCABULARY MASTERY THROUGH SUGGESTOPEDIA”. The writer said that, the goals are suggestopedia increased student’s understanding the meaning and word relation also the pronunciation. After the study was finished, he revealed that suggestopedia can provide a stimulation for a variety of activity.

The similarity between their study and my study is that the study focus on the vocabulary mastery. The differences between their study are the first writer used senior high school, the second used second grade of junior high school but in my study I use the first year of junior high school, and the last, the writer want to know the teaching learning process and students' perception of suggestopedia.

D. Basic Assumption

Suggestopedia method is the method that developed by the bulgarian psychiatry, his name is Georgi Lozanov. The people can re-integrate these reserves into the active personality by means of suggestion, which increases enormously the ability to learn, to remember and to integrate what they learn into their personality.

Vocabulary is the central point of language. Without it, someone cannot communicate with others spoken or written form. It is important because it can be a basic foundation for the students because of that they should be mastered on that.

Considering on the theory of suggestopedia method and vocabulary mastery, the hypothesis is that by using suggestopedia method it can improve students's vocabulary mastery.