

**THE CORRELATION BETWEEN STUDENTS' PERCEPTION OF  
SUGGESTOPEDIA PRINCIPLES AND STUDENTS' VOCABULARY MASTERY**

**(An Undergraduate Thesis)**

**By  
Assyifa Dwi Prabawati**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2022**

## ABSTRACT

### THE CORRELATION BETWEEN STUDENTS' PERCEPTION OF SUGGESTOPEDIA PRINCIPLES AND STUDENTS' VOCABULARY MASTERY

By  
**Assyifa Dwi Prabawati**

The objective of this research was to investigate whether there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery. The population of this research was the first- and second-year students of SMP N 7 Metro in the academic year of 2021/2022. There are 60 students which consists of 30 students of seventh-grade and 30 students of eighth-grade who were selected as research samples by using purposive sampling technique. The research instrument was a questionnaire and vocabulary mastery test. This research applied the correlation study of Ex facto design in which the results were analyzed by using SPSS.

The result showed that there is a significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery since the coefficient correlation is 0.618 at the significant level of 0.01 and the coefficient correlation was higher than the critical value of r table ( $0.618 > 0.325$ ). It means that the null hypothesis was rejected and the research hypothesis was accepted.

It could be concluded that the principles of suggestopedia in teaching vocabulary can accelerate students' memorization ability, and make students enjoy and relax in teaching based on suggestopedia principles.

**Keywords:** *suggestopedia principles, students' perception, vocabulary mastery*

**THE CORRELATION BETWEEN STUDENTS' PERCEPTION OF  
SUGGESTOPEDIA PRINCIPLES AND STUDENTS' VOCABULARY MASTERY**

**By  
Assyifa Dwi Prabawati**

**An Undergraduate Thesis  
Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree**

**In**

**The Language and Arts Education Department of  
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2022**

Research Title

**: THE CORRELATION BETWEEN STUDENTS' PERCEPTION OF SUGGESTOPEDIA PRINCIPLES AND STUDENTS' VOCABULARY MASTERY**

Student's Name

**: Assyifa Dwi Prabawati**

Student's Number

**: 1653042014**

Study Program

**: English Education**

Faculty

**: Teacher Training and Education**

**APPROVED BY**

Advisory Committee

Advisor

Co-Advisor

**Prof. Ag. Bambang Setyadi, Ph.D.**  
NIP 19590528 198610 1 001

**Prof. Dr. Flora, M.Pd.**  
NIP 19600713 198603 2 001

**The Chairperson of  
The Department of Language and Arts Education**

**Dr. Nurlaksana Eko R, M.Pd.**  
NIP 19640106 198803 1 001



ADMITTED BY

1. Examination Committee

Chairperson

Prof. Ag. Bambang Setiyadi, Ph.D

Examiner

Dr. Ari Nurweni, M.A.

Secretary

Prof. Dr. Flora, M.Pd.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.

NIP 19620804 198905 1 001

Graduated on: 12<sup>th</sup> October 2022

## LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Assyifa Dwi Prabawati  
NPM : 1653042014  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Correlation Between Students' Perception of  
Suggestopedia Principles and Students' Vocabulary Mastery

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 12 Oktober 2022

Yang membuat pernyataan,



*Assyifa Dwi Prabawati*  
Assyifa Dwi Prabawati

NPM 1653042014

## **CURRICULUM VITAE**

Assyifa Dwi Prabawati was born in Metro on August 8<sup>th</sup>, 1998. She is the only daughter from the great couple, Supriyanto and Siti Nur Samsiah. She has two brothers, named Bima Prabowo and Bagas Satria Prabowo.

Her first education was begun in 2003 at TK Aisyiah Bustanul Athfal Metro when she was 5 years old. A year later, she continued to elementary school at SD Muhammadiyah Metro and completed her study in 2010. After that, she continued to SMP N 1 Metro and graduated in 2013. Then, she went on her education at SMA N 1 Metro and successfully graduated in 2016. In 2016, she was accepted in English Education Study Program in Lampung University. In August 2020 she conducted PPL at SMPN 7 Metro and in January 2021 she did KKN in Yosomulyo Metro Pusat. Then, in completing her study, she undertook a research related to students' perception of suggestopedia principles which correlated to the students' vocabulary mastery, at SMP N 7 Metro.

**MOTTO**

*“Great things happen to those who don't stop believing, trying, learning, and being grateful.”*

- Roy T. Bennett -



## **DEDICATION**

This script is entirely dedicated to:

My beloved parents, Supriyanto and Siti Nur Samsiah,

My lovely siblings, Bima Prabowo and Bagas Satria Prabowo,

My honorable lecturers in English Education Study Program, and

My proudly almamater, Lampung University.

## ACKNOWLEDGEMENTS

All praises are merely rendered to Allah SWT for the mercy and blessings that enabled the writer to accomplish this script entitled *The Correlation Between Students' Perception of Suggestopedia Principles and Students' Vocabulary Mastery* as one of the requirements in accomplishing the S-1 degree at Department of Language and Art of Teacher Training and Education Faculty, University of Lampung. In this case, the writer would like to acknowledge that this script would never come into existence without any help, guidance, suggestion, and encouragement from several outstanding people and institutions. Hence, the writer intends to express her deep gratitude and respect to those who have valuable contributions in helping and supporting her to finish this script.

1. Prof. Ag. Bambang Setiyadi, Ph.D., as the first advisor, for his critics, ideas, motivation, and encouragement in supporting her to finish this script.
2. Prof. Dr. Flora, M.Pd., as the second advisor, for her ideas, guidance, and carefulness in helping the writer to finish this script.
3. Dr. Ari Nurweni, M.A., as the examiner, for her great encouragement, ideas, and constructive suggestions for this script.
4. Dr. Feni Munifatullah, M.Hum., as the Head of English Education Study program and all lecturers of English Education Study Program who have contributed her guidance directly and indirectly on this work.
5. Gede Eka Putrawan, S.S., M.Hum. as the Academic advisor for the support and help.
6. her great parents, Supriyanto and Siti Nur Samsiah. The writer thanks to you for your love, prayers, care, supports, and motivation. Both of you always cheer her up when she almost gives up. She will always be your pride and not makes you both upset.
7. her siblings, Bima Prabowo and Bagas Satria Prabowo, also her sister-in-law, Ernia Nurul Fitri who always support, motivate, and help the writer all the time.
8. her private teachers who became her third advisors who always helped and gave her suggestions when she found difficulties about her campus life Mr. Sunarjo, M.Pd., Ms. Ika Rohmawati, M.Pd., and Ms. Yulia Budi Surahmawati, S.Pd.
9. her squad, Mutiara Rizna Annisa, Ayu Widyatama Farahdiba, and Nanda Annisa Fitri who always help and support her from the very first day to now and give the limitless love, immeasurable laughter, and beautiful moments.
10. All friends in English Education Study Program 2016 especially B class. Thank you for the beautiful moments of which we had been through together and anyone who cannot be mentioned directly who has contributed to finish this script.

Lastly, the author acknowledges that her work is far from faultless. There could be flaws in this study. As a result, the author would welcome any constructive suggestions. In some way, the author hopes this study will benefit intellectual development, readers, and those interested in conducting future research.

Bandar Lampung, 12<sup>th</sup> October 2022

The Writer

Assyifa Dwi Prabawati

## TABLE OF CONTENTS

<b>CONTENTS.....</b>	<b>xii</b>
<b>APPENDICES.....</b>	<b>xiv</b>
<b>I. Introduction</b>	
1.1 Background.....	1
1.2 Formulation of Research Problems.....	5
1.3 Objectives of the Research.....	5
1.4 Scope of the Research.....	5
1.5 Uses of the Research.....	5
1.6 Definition of Key Terms.....	6
<b>II. Literature Review</b>	
2.1 Concept of Vocabulary.....	7
2.2 Types of Vocabulary.....	8
2.3 Vocabulary Mastery.....	9
2.4 Concept of Suggestopedia.....	9
2.5 Principles of Suggestopedia.....	11
2.6 Advantages and Disadvantages.....	14
2.7 Theoretical Assumption.....	15
2.8 Hypothesis.....	16
<b>III. Research Method</b>	
3.1 Research Design.....	17
3.2 Population and Sample.....	17
3.3 Instruments of the Research.....	18
3.4 Data Collecting Techniques.....	27
3.5 Research Procedure.....	29
3.6 Data Analysis.....	30

3.7 Hypothesis Testing.....	31
<b>IV. Result and Discussion</b>	
4.1 Result .....	32
4.2 Discussion.....	36
<b>V. Conclusion and Suggestion</b>	
5.1 Conclusion .....	39
5.2 Suggestion.....	40
<b>References</b> .....	41
<b>Appendices</b>	
Appendix 1. Vocabulary Test (try-out test).....	44
Appendix 2. Distribution of Try-out Test.....	54
Appendix 3. Reliability Analysis of Try-out Test.....	56
Appendix 4. Level of Difficulty and Discrimination Power of Try-out Test.....	58
Appendix 5. Distribution of Vocabulary Test.....	61
Appendix 6. Suggestopedia Principles Questionnaire.....	64
Appendix 7. Distribution of Questionnaire.....	72
Appendix 8. Validity of the Questionnaire.....	75
Appendix 9. R-Table.....	77

## APPENDICES

1. **APPENDIX 1 Vocabulary Test (try-out test)**
2. **APPENDIX 2 Distribution of Try-out Test**
3. **APPENDIX 3 Reliability Analysis of Try-out Test**
4. **APPENDIX 4 Level of Difficulty and Discrimination Power of Try-out Test**
5. **APPENDIX 5 Distribution of Vocabulary Test**
6. **APPENDIX 6 Suggestopedia Principles Questionnaire**
7. **APPENDIX 7 Distribution of Questionnaire**
8. **APPENDIX 8 Validity of the Questionnaire**
9. **APPENDIX 9 R-Table**

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the problem, formulation of the research, objectives of the research, scope of the research, uses of the research, and definition of terms.

### 1.1. Background

People need to master English because English is an international language. English is used widely as a *lingua franca* (language or dialect systematically used to make communication possible between groups of people who do not share a native language or dialect) for purposes of commerce and science because English has virtually achieved the status of a world language (Blake, 1996). We need to learn the English language to face this era, where technology and science take an important role in our life. Therefore, students need to learn and master the English language.

There are four skills in English; listening, speaking, reading, and writing. Listening is the ability to accurately receive and interpret messages in the communication process. Then, speaking skill is defined as skills that allow us to communicate effectively. This skill gives the students the ability to convey information verbally and in a way that the listener can understand. Next is reading skill. Reading skill is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. The last is writing skill. Writing skill is the ability that helps writers put their thoughts into words in a meaningful form and mentally interact with messages.

Students need to master vocabulary because those skills need a wide vocabulary acquisition. Vocabulary is an essential component of language ability and it lays most of the foundation for students' speaking, listening, and writing skills (Richards & Renandya, 2002). According to Stahl and

Nagy (2006), our vocabulary knowledge includes all the words we know and is used in listening and speaking, as well as reading and writing (Nowbakht, 2015). Edge (1993) says that it is important to master many words in a foreign language (Istiqomah, 2020). As cited in (Thornbury, 2002) David Wilkins assumes that without grammar, little can be said, without vocabulary nothing can be said. So, the acquisition of vocabulary is an important part of learning a language and it is the main aspect of mastery English language.

The more words you know, the more likely you are to understand or make yourself understood (Nur, 2011). But in fact, most students in Junior High School have difficulties in mastering vocabulary. According to Alfiani (2017), some problems lead students to insufficient vocabulary. The first problem is the method that the teacher used in teaching vocabulary and the second is the students had little interest in learning vocabulary.

Teachers often use rote learning in teaching vocabulary. It is not an appropriate method to teach vocabulary because students need to understand it and not only memorize it. A new UC Irvine study, published in the journal provides the first empirical evidence that rote repetition can degrade detail memory, leaving a gap that could even lead to false memories (O'Neill, 2014). Because some teachers are using the memorization method in teaching vocabulary it makes students bored and not interested in studying vocabulary. Using inappropriate methods in teaching vocabulary can make students lack of it and consider that learning English is difficult.

There are a lot of methods that can be used in teaching vocabulary. Suggestopedia is one of the alternatives that may be applied. Brown said that "suggestopedia was a method that was derived from Bulgarian psychologist, Georgi Lozanov in 1979, contention that the human brain could process great quantities of material if given the right conditions for learning, which are state of relaxation and giving over of control to the teacher" (Brown, 2007). Using the suggestopedia method in teaching



makes students conditioned to be more relaxed and focused, so it leads them in good condition and ready to receive new materials. As cited in Richards and Rodges (2001) Lozanov claims that when the students learn by using suggestopedia their memorization will be 25 times faster than when using the conventional method (Setiyadi, 2006). Moreover, Dorothy states that Lozanov's experiment with adults and children shows that they achieved basic conversational ease in either France, English, German, Spanish or Russian in five weeks, had a working vocabulary of 2000 words, and 90% recognition recall accuracy (Setiyadi, 2006).

From the explanation above the researcher concludes that in improving students' vocabulary mastery and getting students' interest in learning vocabulary, the teacher needs a method with the principles of learning that can improve students' vocabulary mastery and get students interested in learning vocabulary. Teaching based on suggestopedia principles aims to speed up the learning process (Rustipa, 2011). Setiyadi (2006) explains three principles of Suggestopedia. One of the principles of suggestopedia that can be implemented in teaching vocabulary is people learn either consciously or unconsciously or both, either rationally or irrationally or both. Lozanov believes in the learning process by giving positive hypnosis to students to make them relaxed and focused, as well as the use of rhythmic breathing before learning begins. Suggestopedia claimed that it is a dramatic learning process because it employs music, music rhythm, classroom management, classroom decoration, and so on. Furthermore, using classroom management, decorating the classroom, soft music, games, and listening to the teacher's story are helpful for students to relax, create their imagination, and also make the learning process cheerful. So, it helps students to improve their vocabulary mastery and get their interest in learning English.

There are some relevant studies related to the effectiveness of the suggestopedia method in teaching vocabulary. Almost all of the studies found that the Suggestopedia method is effective and has a significant effect on improving students' vocabulary mastery. Anggita Alfiani

(2017) in her research “The Effectiveness of Suggestopedia Method on Students’ Vocabulary Mastery” says that there is a significant effect on students’ vocabulary mastery after being taught by using suggestopedia method. Another research is written by Rahayu Windu Setiawati (2011) entitled *Improving Students’ Vocabulary Mastery through Suggestopedia*. This study proves that suggestopedia method in teaching English language can increase students’ vocabulary mastery and brings a good effect for students’ behavior because suggestopedia method helps to create a good atmosphere to the teaching and learning process.

Those previous researches claimed the use of suggestopedia method in teaching vocabulary can be effective in improving students’ vocabulary mastery. However, in this research, the researcher focused on the students’ perception of the principles of suggestopedia. According to Scovel, the applicability of Suggestopedia’s method is debatable. Scovel only suggests that language teachers must attempt to extract insights from the method and adapt those insights to their teaching contexts (Setiyadi, 2006). From the statement above, the researcher decides to find a correlation between the principles of suggestopedia and students’ vocabulary mastery.

This research was needed to find out whether there is any significant correlation between students’ perception of suggestopedia principles and students’ vocabulary mastery. The result of this research was expected to prove that there is a correlation between the use of suggestopedia principles in learning English and students’ vocabulary mastery and strengthen the previous study that claimed that using suggestopedia in teaching vocabulary is effective and has a significant effect on improving students’ vocabulary mastery. Based on the reasons above, the researcher was interested in conducting research entitled “The Correlation Between Students’ Perception of Suggestopedia Principles and Students’ Vocabulary Mastery”.

## **1.2. Formulation of Research Problem**

Related to the background stated before, the researcher tried to formulate the problems as follows:

1. Is there any significant correlation between students' perception of Suggestopedia principles and students' vocabulary mastery?

## **1.3. Objective of the Research**

The objective of this research was to find out whether there is any significant correlation between students' perception of Suggestopedia principles and students' vocabulary mastery at the first and second-year students in the academic year of 2021/2022 of SMP N 7 Metro.

## **1.4. Scope of the Research**

This study focused on the correlation between students' perception of suggestopedia principles and students' vocabulary mastery. This study aims to find that there is a significant correlation between students' perception of suggestopedia principle and students' vocabulary mastery. In this case, the researcher used a questionnaire as a medium to determine students' perception of Suggestopedia principles. Additionally, the researcher conducted a vocabulary test for pre-intermediate level students by Redman (1997) to the students of the first and second grades of SMP N 7 Metro in order to measure their vocabulary mastery. In selecting the sample, the researcher used purposive sampling.

## **1.5. Uses of the Research**

The results of this researcher were expected to have the uses as follows:

1. Theoretically
  - a. The finding will support the previous study.
  - b. To prove any theories that could prove that students' perception of

Suggestopedia principle has significant correlation toward vocabulary mastery.

2. Practically
  - a. The suggestopedia principles can be used as the references for teaching vocabulary mastery.
  - b. To help the English teachers to find an appropriate teaching method that can help students to improve their vocabulary mastery.

#### **1.6. Definition of Key Terms**

1. Correlation is a term that is a measure of the strength of a linear relationship between two quantitative variables.
2. Vocabulary mastery is the ability to use or to understand the words of the language that students have learned and heard in certain situations in which the students really have experienced the situations in their life.
3. Suggestopedia is a teaching system that takes advantage of all the possibilities that tender suggestion has to offer.
4. Suggestopedia principle is the extract of the insight from the Suggestopedia method.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains about concept of vocabulary, types of vocabulary, concept of suggestopedia, principles of suggestopedia, techniques of suggestopedia, advantages and disadvantages, theoretical framework, and hypothesis.

#### **2.1 Concept of Vocabulary**

Mastery the vocabulary is a must for students in order to understand the language. Vocabulary refers to a list or set of words for a specific language, as well as a list or set of words that individual speaker of a language may use (Hatch & Brown, 1995). In addition, (Crystal, 1998) states that the term “vocabulary” refers to a set of terms that are used to define other words. On the other hand, Gairns and Redman (1986) define vocabulary as receptive as well as productive vocabulary. The language items that can be recognized and comprehended in the context of reading and listening material are referred to as receptive vocabulary. On the other hand, the term “productive vocabulary” refers to language items that students can recall and use appropriately in speech and writing.

Vocabulary mastery is needed to help students to express their ideas and understand other people’s saying. Vocabulary mastery refers to a high level of proficiency in processing language words (Susanto and Fazlinda, 2016). Vocabulary is an essential component of language ability and it lays most of the foundation for students’ speaking, listening, and writing skills (Richards & Renandya, 2002). According to Stahl and Nagy (2006), our vocabulary knowledge includes all the words we know and is used in listening and speaking, as well as reading and writing (Nowbakht, 2015). Vocabulary is inextricably linked to listening, speaking, reading, and writing abilities. Vocabulary is used in listening to help us understand what someone is saying. Furthermore, vocabulary is used in speaking to express our ideas or feelings orally. Then, in reading, vocabulary is used to comprehend and remember information from the text. Finally,

vocabulary is used in writing to express and develop our ideas.

In summary, vocabulary is an essential aspect of language learning because it cannot be separated from language skills. Students need to master vocabulary to acquire receptive and productive skills. By mastering vocabulary, students can understand what other people say and also able to catch information by reading text also students can write their ideas or express their ideas and feeling orally.

## **2.2 Types of Vocabulary**

There are two types of vocabulary knowledge; receptive and productive vocabulary. Richards and Schmidt said that “In the field of vocabulary acquisition, two levels of vocabulary knowledge are typically distinguished: receptive and productive levels of word mastery”. Receptive vocabulary (also called recognition vocabulary or passive vocabulary) is the language items that can be recognized and comprehended in the context of reading and listening material. However, the term productive or active vocabulary the term refers to language items that students can recall and use appropriately in speech and writing. (Alfiani, 2017).

Kamil and Hiebert (2005) state that productive vocabulary consists of words that are familiar or easy to recognize and that are frequently used by an individual, particularly in writing and speaking. On the other hand, students' receptive vocabulary consists of words that are less familiar to them, and they may not use them spontaneously because they recognize the meaning of the words while reading and listening.

From the explanation above, the researcher concludes that there are two types of vocabulary knowledge; receptive and productive vocabulary. Receptive vocabulary is divided into two types; reading and listening vocabulary. Reading vocabulary refers to the words that students need to know to understand what they read and listening vocabulary refers to the

words that students need to know to understand what they hear. Moreover, productive vocabulary is also divided into two types; speaking vocabulary which consists of the words that students used to speak, and writing vocabulary which consists of words that students used to write.

In this research, the researcher focused on students' receptive vocabulary mastery. In order to know the students' receptive vocabulary mastery, the researcher conducted a vocabulary test with multiple choices type to evaluate and measure the students' receptive vocabulary mastery.

### **2.3 Vocabulary Mastery**

The first step for the students if they want to achieve their goal of mastering the language is by mastering the words of the language (Syarifudin et al., 2014). By mastering the words of the English language, the students will have the ability to understand what they hear or they read and also have the ability to write and speak in English. Moreover, Fries (1945) said that vocabulary mastery of a foreign language is also bound by our experience. Students can learn hundreds of vocabularies that are most useful in situations and really master them first in a short time. Thus, vocabulary mastery is the ability to use or to understand the words of the language that students have learned and heard in certain situations in which the students really have experienced the situations in their life.

### **2.4 Concept of Suggestopedia**

Georgi Lozanov is a physician and psychotherapist from Bulgaria who developed suggestopedia method. According to Lozanov (2005) suggestopedia is a teaching system that takes advantage of all the possibilities that tender suggestion has to offer. Suggestopedia was designed for learning that takes advantage of relaxed states of mind to maximize material retention. Georgi Lozanov (1979) stated that the human brain is capable of processing large amounts of information if given the proper learning conditions, which include relaxation and delegating control to the teacher. (Setiyadi, 2006).

Suggestopedia makes students conditioned to more relax and focus, so it leads them in good condition and ready to receive new materials. Lozanov's original method cannot be separated from the use of yoga, role-play, hypnotizing, and music (Setiyadi, 2006). Lozanov believes before learning begins, students use an unconscious by giving positive hypnosis to make them relaxed and focused, as well as rhythmic breathing. Suggestopedia asserted that it is a dramatic learning process because it employs music, music rhythm, classroom management, classroom decoration, and other techniques.

As cited in Richards and Rodges (2001) Lozanov claims that when the students learning by using suggestopedia their memorization will be 25 times faster than when using the conventional method (Setiyadi, 2006). According to Dorothy (1981) states that Lozanov's experiment with adults and children shows that they achieved basic conversational ease in either France, English, German, Spanish or Russian in five weeks, had a working vocabulary of 2000 words and 90% recognition recall accuracy (Setiyadi, 2006).

However, suggestopedia has been criticized. As noted by Scovel, the applicability of Suggestopedia's method is debatable since in this method language teacher requires comfortable chairs and music which are often not available. Scovel only suggests that language teachers must attempt to extract insights from the method and adapt those insights to their teaching contexts (Setiyadi, 2006).

Finally, the researcher concludes that although the concept of suggestopedia is a method but the practically of using the method of suggestopedia is questionable and the teacher only able to extract from the insights of the suggestopedia method and adapt those insights to the teaching contexts. The researcher believes that the using of suggestopedia method in teaching is still debatable, but the teachers can implement the



principles of suggestopedia in teaching process. So, in this research the researcher not focused on the method of suggestopedia but the researcher focused on students' perception toward suggestopedia principles.

## **2.5 Principles of Suggestopedia**

According to Scovel, the applicability of Suggestopedia's method is debatable. Scovel only suggests that language teachers must attempt to extract insights from the method and adapt those insights to their teaching contexts (Setiyadi, 2006). Thus, researcher believes that teacher only can apply the principles of suggestopedia in teaching.

Setiyadi (2006) states that there are three principles of suggestopedia. The first principle is that students can learn at rates many times faster than what we commonly consider to be human performance limits. The second principle is that learning is global; it affects the entire person. The third principle is that people learn either consciously or unconsciously or both, either rationally or irrationally or both. Teachers can use the suggestion technique to activate students' reserve capacities in order to achieve optimal use of brain capacity. The suggestion technique can be used by creating a learning environment in which brain capacities can be used to their full potential. Lozanov believes that People can learn at rates that are significantly faster than what we think to be the upper limits of human performance (Setiyadi, 2006).

Larsen (2000) uncovered twenty principles of suggestopedia based on her observation in a university class in Egypt. The principles are:

1. Learning is facilitated in a cheerful environment (Classroom Set Up)
2. Students can learn from what is present in the environment, even if their attention is not directed to it (Peripheral Learning)
3. If students trust and respect the teacher's authority, they will accept and retain information better (Teachers Authority).

4. The teacher should recognize that learners bring certain psychological barriers with them to the learning situation.
5. Assuming a new identity enhances students' feeling of security and allows them to be more open.
6. The dialog that the students learn contains language they can use immediately.
7. The use of song in the learning process is useful for 'freeing the speech muscles' and evoking positive emotions.
8. Teachers should integrate positive suggestions into the learning situation.
9. The teacher should present and explain the grammar and vocabulary, but not dwell on them.
10. Fine art provides positive suggestions for students.
11. One way that meaning is made clear is through native language translation.
12. Communication takes place on 'two planes': on one the linguistic message is encoded; on the other are factors that influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unity between the conscious and subconscious, learning is enhanced.
13. A calm state, such as one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning potential.
14. The use of repetition in the learning process makes the distinction between the conscious and the subconscious is most blurred and learning can occur.
15. Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.
16. The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should be integrated as much as possible into the teaching process.
17. The teacher should help the students 'activate' the material to which they have been exposed.

18. Music and movement reinforce linguistic material. It is desirable that students achieve a state of 'infantilization' so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.
19. In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.
20. Errors are corrected gently, not in a direct, confrontational manner.

In this research, the researcher chose four principles from twenty principles of suggestopedia that Larsen has uncovered based on her observation. The four principles that the researcher will be implemented in teaching vocabulary:

- a. Classroom set-up. Learning process is facilitated in a cheerful environment.
- b. Peripheral learning. Students can learn from what are presents in the environment.
- c. Teacher's authority. If students trust and respect the teacher's authority, they will accept and retain information better.
- d. Fun Activity. Teacher gives some fun activities such as games, performance, etc. In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.

In conclusion, there are a lot of principles of suggestopedia that can be applied in teaching vocabulary. Larsen (2000) uncovered twenty principles of suggestopedia based on her observation. Meanwhile, Setiyadi (2006) explains three principles of suggestopedia. In this research the researcher chose four principles from twenty principles that Larsen has uncovered as the construct of the questionnaire because those four principles are chosen by the researcher because these principles are simple and easy to be implement in the learning process.

## 2.6 Advantages and Disadvantages

All of teaching methods have their own advantages and disadvantages. Suggestopedia has its own advantages also disadvantages in teaching vocabulary. There are a lot of advantages in teaching by using suggestopedia. Teaching by using suggestopedia method brings some positive effect for students. According to Gabriele Beitinger, the design of suggestopedic instruction has positive cognitive, motivational, emotional, and social effects (Rustipa, 2011).

The advantages of teaching vocabulary based on suggestopedia principles are:

1. The principles of suggestopedia are able to be implemented in teaching vocabulary.
2. Suggestopedia brings positive cognitive, motivational, emotional, and social effects for students and it influences the learning process.
3. One of the principles of suggestopedia is make students learning unconsciously. Teachers should make students enjoy and relax during the learning process in order to make them learn unconsciously. So, teaching vocabulary based on suggestopedia principles can help students to feel happy, enjoy and relax in learning process, and it gives special help to the students with somewhat more negative approach to learning, such as anxiety.
4. The principles of Suggestopedia encourage students to use language more independently, to take more personal responsibility for their own learning, and to gain confidence.

Moreover, besides the advantages, the method of suggestopedia has some disadvantages. Based on Setiyadi (2006) suggestopedia has been criticized because Lozanov's experimental data on the success of language learning were highly questionable. In addition, since this method asked the teacher to creates an enjoyable environment, so teacher need an extra preparation such as decoration and arrangement the classroom, quality of tools, etc.

## 2.7 Theoretical Assumption

The acquisition of vocabulary is an important part of learning language. Students need to master the vocabulary to express their ideas and understand what people say because vocabulary cannot be separated from language skills. Since vocabulary is the core aspect in skills language acquisition, teaching vocabulary is essential in order to improve students' vocabulary mastery.

In fact, there are a lot of students are lack of vocabulary. Teaching vocabulary by using inappropriate method is the main factor that makes students lack in vocabulary. Actually, there are some methods that appropriate in teaching vocabulary, and suggestopedia is the alternatives that can be applied in teaching vocabulary. Although in this research researcher did not focus on suggestopedia as a method but, researcher focused on the students' perception toward suggestopedia principles. Teaching vocabulary based on Suggestopedia principles can raise students' motivation and interest in learning vocabulary. When students are motivated and interested in learning vocabulary, they can receive the material easily.

Beside raise students' motivation and interest, the implementation of the principles of suggestopedia in teaching vocabulary also can accelerate students' memorization ability. Teacher asked to make students enjoy and relax in teaching based on suggestopedia principles. When students are enjoyed and relax in learning vocabulary, they can memorize a lot of vocabulary unconsciously. Also, the principles of suggestopedia bring a good effect for students' behavior because the principles of suggestopedia help teacher to create a good atmosphere to the teaching and learning process.

By all means, the researcher assumed that there would be a significant correlation between suggestopedia principles and students' vocabulary mastery.

## 2.8 Hypothesis

The purpose of this research is to find out whether there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery. To find the answer of the problem, the researcher propose research hypothesis as below:

There is a significant correlation between the students' perception of suggestopedia and students' vocabulary mastery.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research design, population and sample of the research, research instrument, data collecting techniques, research procedures, try out of the instruments, data analysis, and hypothesis testing.

#### **3.1 Research Design**

This research intends to find out whether there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery at the first and second-year students in the academic year of 2021/2022 of SMP N 7 Metro. The researcher used the correlation study of Ex facto design. The researcher did not conduct a treatment because the researcher only collected the data to see the correlation between the two variables. (Setiyadi, 2018)

To find out the correlation between students' perception of suggestopedia principles, 19 questionnaires would be distributed related to the Suggestopedia principles after the students have been taught by applying suggestopedia principles. To measure students' vocabulary mastery, the researcher conducted a vocabulary test in pre-intermediate level which consists of 40 items with four alternative options a, b, c and d, which have one correct answer that related to the receptive vocabulary.

#### **3.2 Population and Sample**

If the population is 100 or less, it is advisable to take the sample entire the population. The researcher was allowed to take 10 – 15 % or 20 – 25% or more of the population depends on the researcher's ability (Arikunto, 2002).

This research was conducted in the first and second year of students at SMP N 7 Metro in the academic year 2021/2022. The population of this research are 191 first year students and 180 second year students. The total of samples used in this study were 60 students consisting of 30 seventh grade students and 30 eighth grade students. In determining the class, the researcher applied the cluster purposive sampling technique.

### **3.3 Instruments of the Research**

Instrument refers to the tool or mean by which investigators attempt to measure variables items of interest in the data-collection process. The purpose of this research was to find out whether there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery at the first and second-year students in the academic year of 2021/2022 of SMP N 7 Metro. The researcher used two instruments in collecting the data, as described below:

#### **a. Questionnaire**

The first instrument was the questionnaire. The questionnaire is an effective tool for measuring aspects and variables related to personality, psychology, and sociology (Setiyadi, 2018). The questionnaire would be administered to measure the students' perception of suggestopedia principles. In this study, the participant would be asked 19 questions. The questions that the students answered are related to students' perception of suggestopedia principles. The result of the questionnaire was used to find out whether there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery at the first and second-year students in the academic year of 2021/2022 of SMP N 7 Metro.

The questionnaire that researcher used in this research is close-ended questions because it provides several answers, and students could only give a tick (✓) mark for the most suitable answer. The scale was given based on the Likert Scale. Each question that provides in the questionnaire has four response categories' score. The scoring system as follows:



The positive statement would be scored:

Strongly Agree (SA): score = 4

Agree (A): score = 3

Disagree (D): score = 2

Strongly Disagree (SD): score = 1

## **b. Vocabulary Test**

The researcher distributed vocabulary test to find out the students' vocabulary mastery. The vocabulary test (multiple choices) used to elicit the students' vocabulary mastery. There are 40 items of the vocabulary test with four alternative options a, b, c and d, which has one correct answer. The questions were about the classification word classes or part of speech, that is noun, verb, adjective and adverb. The appropriate test according to their grade and what they have in learning English.

In this research, the researcher used two different grades for the sample of this research. Therefore, the researcher decided to use the descriptive text as the material which consists of the topic words for pre-intermediate level that listed by Redman (1997). The descriptive text was used as the topic in this research because based on curriculum K13 of Junior high school the students on seventh-grade and eighth-grade are already learned the material. Since the test was in line with the material of curriculum K13 for students grade 7, so, the test is fulfilling the content validity.

### **3.3.1 Developing Instruments**

In order to prove whether the vocabulary test had good quality, it must be tried out first. It could be concluded as good quality if it had good validity, reliability, level of difficulty and discrimination power.

#### **3.3.1.1 Validity of the Vocabulary Test**

Generally, the validity of a test showed how far the test measures what it is supposed to be measure (Setiyadi, 2018). Validity can be defined as the degree to which actually test what it is intended to test. Validity refers to the extent to which the test measures what is intended to measure. The quality of the test can

be said to be valid if it is measured properly. There are four types of validity namely face validity, content validity, construct validity, predictive validity, and concurrent validity. In order to measure whether the instruments have a good validity, this research used two kinds validity as follows:

a. Content Validity

According to Setiyadi (2018), the content validity is intended to analyze whether the items as a whole have represented the material to be measured. If a measuring instrument has represented all ideas related to the material to be measured, the measurement tool has fulfilled the aspects of content validity. To fulfill the aspects, the researcher should pay attention to the test items whether the test represented the curriculum which is used by the school.

b. Construct Validity

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). The construct validity is about how well a test measures the concept it was designed to evaluate. According to Hatch and Farhady (1982) construct validity measures whether the construction has already referred to the theories, meaning that the test construction has already in line with the objectives of learning. In this case, the test is designed by the nature concept of vocabulary.

Since the test was focused on the vocabulary and the test was in line with the material for junior high school students, so, the test is fulfilled the term of content validity and construct validity.

### **3.3.1.2 Validity of the Questionnaire**

The type of the questionnaire in this research was close-ended questionnaire which used Likert Scale multiple choice questions. The respondents were required to complete the questionnaire by choosing the multiple choice. The questionnaire could be stated that was valid if the instrument could be used to

measure what should be measured (Sugiyono, 2018). The researcher analyzed the validity of the questionnaire used *Pearson Correlation*. The questionnaire could be stated that it was valid if the sig. 2 tailed  $< 0.05$  or comparing the value of  $r_{xy}$  with  $r$  product moment: If the value of  $r_{xy}$  (score total)  $> r$  table product moment, then the instrument is declared valid.

Here are the results of validity test for the questionnaires:

**Table 3.1 Validity of the Perception Questionnaire**

Items	Validity		
	$r_{xy}$	$r_{table}$	Note
Q1	0.585	0.325	Valid
Q2	0.704	0.325	Valid
Q3	0.543	0.325	Valid
Q4	0.483	0.325	Valid
Q5	0.570	0.325	Valid
Q6	0.703	0.325	Valid
Q7	0.721	0.325	Valid
Q8	0.684	0.325	Valid
Q9	0.698	0.325	Valid
Q10	0.565	0.325	Valid
Q11	0.418	0.325	Valid
Q12	0.696	0.325	Valid
Q13	0.538	0.325	Valid
Q14	0.655	0.325	Valid
Q15	0.554	0.325	Valid
Q16	0.527	0.325	Valid
Q17	0.586	0.325	Valid
Q18	0.454	0.325	Valid
Q19	0.496	0.325	Valid

### 3.3.1.3 Reliability of the Vocabulary Test

According to (Hatch and Farhady, 1982), reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is. To complete the reliability aspects which concerns with the consistency of a measurement of research to measure the same research subjects in a different time and gives consistent results. In line with Setiyadi (2006), how far it can measure the subject at separated time, but it shows the same result relatively. The data gaining described using quantitative method. The researcher used Spearman Browns Prophecy formula (Hatch and Farhady, 1982) to determine the reliability of the test as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{\sum y^2 - (\sum y)^2\}}}$$

Where:

$R_{xy}$  : coefficient of reliability between odd and even numbers item

$X$  : odd number

$y$  : even number

$\sum x^2$  : total score of odd number items

$\sum y^2$  : total score of even number items

$\sum xy$  : total score of odd and even number

#### A. Reliability of the whole test of try out test:

$$rk = \frac{2r_{xy}}{1 + r_{xy}}$$

$$rk = \frac{2 \times 0.428}{1 + 0.428}$$

$$rk = \frac{0.856}{1.428}$$

$$rk = 0,60$$

The criteria of reliability as follows:

0.90 – 1.00: high

0.50 – 0.89: moderate

0.00 – 0.49: low

(Hatch and Farhady. 1982)

Based on the criteria of the reliability, it was found out that the vocabulary test items have moderate reliability that is 0.60.

### 3.3.1.4 Reliability of the Questionnaire

Reliability testing can be done externally or internally. External testing can be done by test-retest (stability), equivalent, and both. Internally, the reliability of the instrument was tested by analyzing the consistency of the instrument with certain techniques (Sugiyono, 2018). To find out the reliability of the questionnaire, the researcher tested the questionnaire to 60 students of seventh and eighth grades. Then, the researcher used SPSS to account the data collected to find out whether the questionnaire reliable or not. According to Brown (2007), Cronbach Alpha is often used nowadays, especially in language testing literature, to estimate internal consistency the reliability. The result of reliability test of the questionnaire, as follows:

**Table 3.2 Reliability of the Questionnaire**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.885	19

Based on the table above, the reliability of Cronbach's Alpha questionnaires is 0.885. The value of Cronbach's Alpha can be interpreted as follows:

**Table 3.3 Cronbach's Alpha Interpretation**

<b>Cronbach's Alpha</b>	<b>Interpretation</b>
0.00 – 0.20	Less Reliable
0.21 – 0.40	Rather Reliable
0.41 – 0.60	Quite Reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Very Reliable

It can be concluded that the instrument in this research is in the category of very reliable.

### 3.3.1.5 Level of Difficulty

Level of difficulty related to the ease and difficulty of the items based on the students' point of view who take the test. It is important since test items are too easy and all of the students can answer it correctly or the test item are too difficult and all of the students cannot answer it. If this situation happens, it shows that the items of the test are not work well. Level of difficulty describes the ease and difficulty of the items to the students (Heaton, 1975).

$$LD = \frac{U + L}{N}$$

Where:

LD : level of difficulty

U : the number of upper groups who answer correctly

L : the number of lower groups who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

- <0.03 : difficult  
 0.03 – 0.07 : average  
 > 0.07 : easy

(Shohamy, 1985)

### 3.3.1.6 Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between the high- and low-level students on the test. Discrimination power is used to differentiate between the students who have high ability and those who have low ability.

$$DP = \frac{U - L}{1/2 N}$$

Where:

- DP : discrimination power  
 U : the number of students from the upper who answer correctly  
 L : the number of students from the lower who answer correctly  
 N : the number of the students

The criteria are:

- DP: 0.00 - 0.19 : Poor items  
 DP: 0.20 - 0.39 : Satisfactory items  
 DP: 0.40 - 0.69 : Good items  
 DP: 0.70 - 1.00 : Excellent items  
 DP: - (Negative) : Bad items, should be omitted

(Heaton, 1975)

### 3.3.1.8 Try Out of the Vocabulary Test

The try out was used to determine the quality of the data collecting instrument of the research, such as, validity, reliability, level of difficulty, and discrimination power. It consisted of 60 questions of multiple choice and the time allocation was 90 minutes. The class was selected for the try out class was

VII A. The test could be specified well if it had good reliability, validity, and also the test was not difficult. The composition of the test items was presented in the table below.

**Table 3.1 Specification of Tryout Vocabulary Test**

No	Part of Speech	Item Number	Total	Percentage
1	Noun	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 44, 45, 52, 53, 59	15	25%
2	Verb	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 41, 46, 49, 55, 58	15	25%
3	Adjective	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 42, 47, 50, 56, 60	15	25%
4	Adverb	31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 43, 48, 51, 54, 57	15	25%
Total			60	100%

Before the vocabulary test was conducted, the researcher administered a try- out test on in VII A SMPN 7 Metro. The class consisted of 30 students. The students were given 60 items of multiple choice which consisted of four options (a, b, c, d). The time-allocation was given for about 90 minutes to finish the try-out test. After analyzing the data, the researcher obtained those 40 items were good and 20 items should be dropped from the test.

### **3.3.1.9 The Result of Try-out Vocabulary Test**

To know whether the test is good or not, the researcher conducted the try out of the vocabulary test. After conducting the try out vocabulary test, the result can be seen in the table as follows:



**Table 3.2 Result of Try-out Vocabulary Test**

<b>Criteria</b>	<b>Items</b>	<b>Decision</b>
Bad	6	Dropped
Poor	1,3,10,14,16,19,22,27,31,34,39,44,46,47,48,53,55,57, 59	Dropped
Satisfactory	2,4,5,7,8,9,11,12,13,15,17,18,20,21,23,24,25,26,28,2 9,30,32,33,35,36,37,38,40,41,42,43,45,49,50,51,52,5 4,56,58,60	Administered

Table 3.2 showed that there is 1 item which had negative discrimination (bad) and there are 19 items which were poor and should be dropped (see on 3.3.1.6)6. Based on the criteria level of difficulty, the result of try-out test showed that 30 items are average, and 10 items are considered easy. Discrimination power of the items showed that there is 1 bad item and 19 poor items that should be dropped and there are 30 items which are satisfactory and should be administered.

However, for reliability of the test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the test. It was found that the result ( $r_k$ ) was 0.60. It could be stated that the test had moderate reliability in the range 0.50-0.89.

### **3.4 Data Collecting Techniques**

The researcher used questionnaire and vocabulary test as the instrument in collecting the data. To find out students' perception toward suggestopedia principles, the data would be collected by using questionnaire. In addition, to measure students' vocabulary mastery the researcher conducted vocabulary in pre-intermediate level. Both of the questionnaire and vocabulary test would be collected by using Google Forms.

## **1. Questionnaire of Suggestopedia Principles**

The researcher created the questionnaire based on the construction of the questionnaire refers to the theory in line with Larsen (2000) about principles of suggestopedia. The principles of suggestopedia included as follows: classroom set-up, peripheral learning, teacher's authority, and fun activity. Before deciding the sample of the population, the researcher had a discussion with the English teacher of seventh and eighth grade at SMPN 7 Metro named Yulia Budi Surahmawati, S.Pd. about the principles of suggestopedia. Then, the researcher decided the sample by choosing the class that the teacher taught by using the principles of the suggestopedia, they are class VII B and VIII A. After the students have been taught by applying suggestopedia principles, the researcher distributed the questionnaire of suggestopedia principles to the students. The questionnaire was used to determine the students' perception toward suggestopedia principles that was correlated to students' vocabulary mastery. There were several questions about suggestopedia principles in learning English and the students have to checklist the optional based on their answer. The students would give their answers as factual and accurate information about themselves or the information that was close to the fact as provided in the four alternative answers. There are 19 questions of suggestopedia principles that was used in this research.

## **2. Vocabulary Test**

To measure students' vocabulary mastery, the researcher created the test based on the topic words of English vocabulary in use for pre- intermediate by Redman (1997). The descriptive text was used as the topic in this research, so the researcher select the topic words about occupation, human feelings, daily life, human characteristics, hobby, time, and distance and dimension. The descriptive text was used as the topic in this research because based on curriculum K13 of Junior high school the students on seventh-grade and eighth-grade are already learned the material. Since the test was in line with the material of curriculum K13 for students grade 7, so, the test is fulfilling the content validity.

The test was objective in the form of multiple-choice types. There are four alternative answers in each session item, consisting of one correct answer and three distractors in each session item. Thus, 40 items were used to measure students' vocabulary mastery.

### **3.5 Research Procedure**

To find out the correlation between the students' perception of suggestopedia principles and students' vocabulary mastery, the researcher analyzed the data by using the following steps:

#### **1. Determining Problem**

This research came from some problems which happen in the learning process. Some students find do not mastery English vocabulary because they do not interest and feel bored in learning English. So, the researcher decided to find out whether there is any significant correlation between the English teaching method where in this research the researcher focused on students' perception of suggestopedia principles and students' vocabulary mastery.

#### **2. Determining the population and sample.**

There are six classes in each grade of SMP N 7 Metro. Each class consists of 27-30 students. the researcher chose two class; they are one class of seventh-grade and one class of eighth-grade by using purposive sampling.

#### **3. Selecting the materials**

Since the researcher used two different grades for the sample of this research, the researcher used the descriptive text as the material which consists of the topic words for pre-intermediate level that listed by Redman (1997). The descriptive text was used as the topic in this research because based on curriculum K13 of Junior high school the students on seventh-grade and eighth-grade are already learned the material.

#### **4. Checking validity and reliability of the test**

To get the validity of the questionnaire, the researcher arranged the materials based on the theory of principles of suggestopedia from Larsen (2000). to get the validity of vocabulary, the researcher arranged the material based on the

English Vocabulary in use for pre intermediate level by Redman (1997) where the researcher chose the descriptive text material as the topic of the test because both of students on seventh and eighth grade are already learned the material. To get the reliability of the questionnaire, the researcher used Statistical Package for the Social Program (SPSS). In examine the reliability of the vocabulary test, the researcher used Pearson Product Moment correlation was used to examine the reliability of the test.

5. Administering the questionnaire

The questionnaire was conducted to find out the students' perception toward suggestopedia principles. The questionnaire was distributed to one class of seventh grade students and one class of eighth grade students. The students had to answer the whole question individually. If they found some difficulties in understanding the question, they might ask the researcher.

6. Analyzing the result of the questionnaire

After collecting all the questionnaires, the result of the questionnaire was used to investigate the students' perception toward suggestopedia principles.

7. Administering the vocabulary test

The test was conducted to measure students' vocabulary mastery. The type of the test was multiple choice with four options (a,b,c,d) which consists of 40 questions.

8. Analyzing the test result

After scoring the test, the data was analyzed by using the SPSS software program. It used to find out students' vocabulary mastery.

9. Analyzing correlation related to the students' perception of suggestopedia principles and students' vocabulary mastery After analyzing the two variables between students' perception toward suggestopedia principles and students' vocabulary mastery, the next step was to analyze the relationship between the two variables. Whether there was a significant positive effect between the variables X, Y or not.

### 3.6 Data Analysis

The main objective of the research was to find out whether there is a

significant correlation between the students' perception of suggestopedia principles and students vocabulary mastery. The researcher examined the data by applying the formula of the Pearson product moment correlation.

$$R_{xy} = \frac{N (\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{\sum y^2 - (\sum y)^2\}}}$$

In which:

$\sum XY$ : the sum of XY

$\sum X$ : the sum of X

$\sum Y$ : the sum of Y

$\sum X^2$ : the sum of square of X

$\sum Y^2$ : the sum of square of Y

N: the amount of subject

### 3.7 Hypothesis Testing

The hypotheses of this research are:

1. Null Hypothesis (H0): there is no significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery.
2. Alternative Hypothesis (H1): there is a significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery.

The hypothesis testing was used to prove whether the proposed hypothesis in this research was accepted or not. The hypotheses were tested by using a Pearson Product Moment of Statistical Package for Social Science (SPSS).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusions**

Based on the research of the data analysis and discussion in chapter IV, the researcher concluded that there is a significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery at the first and second-year students in the academic year of 2021/2022 of SMPN 7 Metro. It can be seen from the coefficient correlation between students' perception of suggestopedia principles and their vocabulary mastery was 0.618 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ( $0.618 > 0.325$ ), it means that the null hypothesis was rejected and the research hypothesis was accepted.

It can be concluded that the principles of suggestopedia in teaching vocabulary can accelerate students' memorization ability, make students enjoy and relax in teaching based on suggestopedia principles. Suggestopedia can make the students memorize a lot of vocabulary unconsciously and can make the students learn willingly because the learning ambiance when they taught by using the principles of suggestopedia affect their feeling and help them to decrease their filter or mental block. When the students enjoy and relax in learning process, the students feel more confident so they can follow the learning process actively and it makes the learning process optimally.

Furthermore, positive perceptions can affect student achievement because achievement can be achieved by building learning habits. To build student learning habits, appropriate learning strategies are needed to make students feel comfortable and enjoy in the learning process. Learning using the proper strategies by applying certain learning methods or principles, it can build students' perceptions that the strategy can help them improve their

achievement. In this study, the researcher was able to correlate students' perceptions of the suggestopedia principle with students' vocabulary skills.

## **5.2. Suggestions**

The researcher proposes some suggestions to the next researcher also to the English teacher. First suggestion for the next researcher is the next researcher can include another proper method of data collection such as interview to make the result of the data more informative.

Second, to get a complete finding, further researcher can interview teacher or lecturer instead of focusing on students only. It is also suggested to increase the population, the new research paper should include a variety of schools or faculties in higher education institutes.

Since in this study the researcher did not discuss further about learning strategies, so, it is suggested to the next researcher to do further research on learning strategies. The last suggestion is for the teacher. It is suggested to the teacher using suggestopedia principles in learning activities to enhance students' vocabulary mastery.

## REFERENCES

- Alfiani, A. 2017. *The Effectiveness of Suggestopedia Method on Students' Vocabulary Mastery*. Thesis. Jakarta: Syarif Hidayatullah State Islamic University.
- Arikunto, S. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Ballman, T. L., & Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. *The Modern Language Journal*, 72(2), 216. <https://doi.org/10.2307/328245>
- Baihaqi, Yasmika., & Rutiningsih, Maya. 2018. *The Influence of Using Suggestopedia Method Toward Students' Vocabulary Mastery*. *English Franca*, 2(2), 83 - 114. <https://shorturl.at/ImpqY>.
- Blake, N. F. 1996. *What Is A History Of English: A History Of The English Language*. [https://doi.org/10.1007/978-1-349-24954-1\\_1](https://doi.org/10.1007/978-1-349-24954-1_1)
- Brown, H. D. 2007. *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Crystal, D. 1998. *Dictionary Of Linguistics and Phonetics*. In *Language* (Vol. 74, Issue 1). <https://doi.org/10.2307/417640>
- Edge, J. (1993). *Essentials of English Language Teaching*. Longman: New York.
- Hiebert, Elfrieda H., & Kamil, Michael L. 2005. *Teaching and Learning Vocabulary*. California: Lawrence Erlbaun Associates, Inc.
- Fries, C. C. 1945. *Teaching and Learning English as Foreign Language*. Ann Arbor: University of Michigan Press.
- Gairns, Ruth., & Redman, Stuart. 1986. *Working With Words: A Guide to Teaching and Learning Vocabulary*. New York: Cambridge University Press.
- Hatch, E., & Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics*. Rahnama Publications.
- Hatch, E. M., & Brown, C. 1995. *Vocabulary, Semantics, And Language Education*. Cambridge language teaching library (pp. xii, 468).
- Heaton, J. B. 1975. *English Language Test: A Practical Guide for Teachers of*



*English as A Second or Foreign Language*. Virginia: Longman.

Istiqomah, S.Pd., M.Pd. 2020. *Using Scaffolding Technique to Improve Vocabulary Achievement of The Fifth-Grade Pupils Of SD Negeri 1 Sembawa Banyuasin III*. Banyuasin, Sumatera Selatan: Bappeda Litbang Kabupaten Banyuasin Provinsi Sumatera Selatan.

Lozanov, G. 2005. *Suggestopedia – Desuggestive Teaching Communicative Method on The Level of The Hidden Reserves of the human mind*. Austria: International Centre for Desuggestology.

Nowbakht, A. M. 2015. *Issues in Vocabulary Learning and Teaching*. MJLTM, Vol.5, Issue 2, 247.

Nur, Muzakkir. 2011. *Improving The Students' English Vocabulary Mastery by Using Vocabulary Chart at The Second Year of Madrasah Aliyah Disamakan Palattae, Kab. Bone*. Thesis. Makassar: Tarbiyah and Teaching Faculty of Islamic State University.

O'Neill, S. 2014. *About Us: 89.3 KPCC Member-Supported News for Southern California*. Retrieved March 7, 2020, from Southern California Public Radio Web Site: <https://www.scpr.org/news/2014/06/23/44921/rote-memorization-creates-weakness-uc-irvine-study/?slide=2>

Redman, S. 1997. *English Vocabulary in Use: Pre-Intermediate and Intermediate*. United Kingdom: Cambridge University Press.

Richards, Jack C. and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press

Richards, Jack C. and Renandya, Willy A. 2002. *Methodology in Language Teaching, An Anthology of Current Practice*. New York: Cambridge University Press.

Rustipa, K. 2011. *Suggestopedia: How Does It Accelerate Language Learning*. Lite, 7, 1–7. <http://publikasi.dinus.ac.id/index.php/lite/article/view/1098>

Setiawati, R. W. 2011. *Improving Students' Vocabulary Mastery Through Suggestopedia Method*. Thesis. Surakarta: Universitas Negeri Surakarta.

Setiyadi, A. B. 2006. *Teaching English as A Foreign Language*. Graha ilmu.

- Setiyadi, A. B. 2018. *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kualitatif dan Kuantitatif* (2nd ed.). Graha Ilmu.
- Shohamy, E. 1985. *A Practical Handbook in Language Testing for The Second Language Teacher*. Tel Aviv: Tel Aviv University.
- Stahl, S.A., & Nagy, W.E.(2006). *Teaching Word Meanings*. Mahwah: NJ: Lawrence Erlbaum Associates.
- Sugiyono. 2018. *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: CV Alfabeta.
- Susanto, A. and Fazlinda, A. 2016. *English Vocabulary Acquisition Through Vocabulary Learning Strategy and Socio-Educational Factors: A Review*. *Applied Science and Technology*, 1(1), 166–173.
- Syarifudin, A., Marbun, R. Novita, D. 2014. *An Analysis on The Students' Vocabulary Mastery A Descriptive Study on The MTS*. *Jurnal.untan.ac.id*, Vol 3.
- Thornbury, S. 2002. *How To Teach Vocabulary*. Essex: Pearson Education Limited.