

# The Influence of using Suggestopedia Method Toward Students' Vocabulary Mastery at Eight Grade of the Second Semester in SMPN 06 Metro in Academic Year 2016/2017

**Yasmika Baihaqi**

Muhammadiyah University of Metro

[yasmikabaihaki@gmail.com](mailto:yasmikabaihaki@gmail.com)

**Maya Rutiningsih**

Muhammadiyah University of Metro

[mrutiningsih@gmail.com](mailto:mrutiningsih@gmail.com)

## ABSTRACT

English is the foreign language that we have to learn it early. Not just our country, it is very important because all of the countries use it to communicate each other. It proves that language is necessary for people to interact with other people. There are some problem formulations in this research those are "Is there any positive and significant influence of using the suggestopedia method toward students' vocabulary mastery at eight grades of the second semester in SMPN 06 Metro academic year 2016/2017?". The objective of this research is to know the influence of using the suggestopedia method toward students' vocabulary mastery. The kind of this research is quasi experimental design. The research was conducted at eight grades of the second semester in SMPN 06 Metro academic year 2016/2017. The researcher took two classes in eighth grade as the sample, 29 as the experiment class, and 29 were included as a control class which were taken by using cluster random sampling. In collecting the data, the researcher used pre-test and post-test. In analyzing the data, the researcher used parametric  $t_{test}$  formula. After analyzing the result of data by using parametric formula, the researcher gets the result of  $t_{ratio}$  is 3,009 and  $t_{table}$  2,66. It means that  $t_{ratio} > t_{table}$ ,  $H_a$  is accepted if  $t_{ratio} > t_{table}$ . So, there is a significant influence of using the suggestopedia method toward students' vocabulary mastery at eight grades of the second semester in SMPN 06 Metro academic year 2016/2017.

*Keywords: Influence, suggestopedia method, vocabulary mastery*

## INTRODUCTION

Language is not released from vocabulary at a Junior High school the students asked to master of vocabulary so after they graduated from Junior High school they can use it to communicate. English is the foreign language that we have to learn it early. Not just our country, it is very important because all of the countries use it to communicate each other. It proves that language is necessary for people to interact with other people.

Suggestopedia is a teaching method that was introduced by Georgi Lozanov (2005) in Kharismawati (2013) states that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process. Lozanov created this method in the hope that the students would enjoy in learning, especially learning a foreign language. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach language approximately three times as quickly as conventional method.

From the total number of students of SMPN 6 Metro, there are many students who are quite low. However, the existing quantity was not supported by the quality of students. This can be seen on the pre-survey conducted by the researcher at Second Semester Junior High School in May 02 , 2016 most of students have not achieved the target because the students confuse to understand the material when the teacher while explain the materials, because of the problem why the students confuse to understand the material, it can be seen when the student sometimes come late, sometimes slept in the class, they did not give attention to lesson and the student can't understand, they can't deliver their idea and feeling. Student should be an active in improving their vocabulary, they don't dependent with their teacher. Teacher just give task to the students to memorize word one by one. It makes the student lazy to study vocabulary, learning gives the student more opportunity to explore knowledge from many sources. So, the students realize that a teacher is not the only source to get the knowledge. There are many

ways to improve the students' vocabulary students should be encouraged by learning media. In this below is the result data of students score in English learning achievement.

Table 1.1

Students' Score of English Subject at Accounting at SMPN 6 Metro

Score	Students	Explanation	Percentage
80 - 100	5	Very High	20%
66 - 79	7	High	30%
56 - 66	18	Low	50%
Total	30		100%

Source : Based on pre-survey in SMPN 6 Metro

The data above mentions the students' score and from the data the researcher knows the conditions of the students in second year at SMPN 06 Metro. The presentation of low grade is dominant as much as 50% than presentation of high grade only 20%. There are many students who get low score. And also from the data above can be said that the influence of learning method that is used toward vocabulary mastery in around students is still low. So, the students' vocabulary mastery must be increased.

Based on the fact above, the researcher assumes that an alternative way of teaching vocabulary is urgently needed a their attention and motivation to study, so they are bored in English. Neurological research suggests that the more brain fibers provided to get the job done , the more well (Djohan, 2010, p. 95). Suggestopedia is a method by using the treatment suggested relaxation in learning a foreign language learning through method a structured, as vocabulary, listen to classical music, games, and communication between the subject.

The researcher realizes use the suggestopedia method that interesting way only encourages students to learn vocabulary more

easily and any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way. A suitable technique should be chosen to make the materials enjoyable, interesting and challenging so that the teacher can motivate the students to study and help them diminish their laziness and boredom.

From the description above, therefore researcher would like to know how far the influence of the uses suggestopedia method towards students' vocabulary mastery at the second year students of SMP N 6 Metro academic year 2016/2017.

## **THEORETICAL FRAMEWORK**

### **The Concept of Students Vocabulary Mastery**

Vocabulary mastery is very important in order that can communicate with other. A person says to 'know' a word when they can recognize its meaning when they see it (Cameron, 2001, p. 75) It means that in learning vocabulary must to know the meaning of it and also understand and can use it in sentence context. In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences in context. According Hornby (1995) in (Setiawan, 2010) vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. That have the meaning and the vocabulary is one of the competence of the language. According to (Richards & Renandya, 2002) Vocabulary is the core component of language proficiency and write. Then, based on Finochiaro (1974) in (Taarum, 2014) the vocabulary will make the student's practice life and will, strength, then belief that English can be used to express same ideas or feeling they express in their native language. According to Hornby (1974) in (Widyawati, 2010) mastery is complete control or the state of having control over something superiority in competition, victory eminent skill, or through knowledge.

From the definition above, it can be concluded that vocabulary mastery included in basic to communication and vocabulary also is the total number of the words, vocabulary can be used to express some ideas or feeling in native language and vocabulary is one of the

important aspect of teaching language and to understand also to apply something learnt and serves as a useful and fundamental tool for communication and acquiring knowledge.

### **Teaching Vocabulary**

The vocabulary is very important for students, with vocabulary learners can improve their ideas. Teaching vocabulary in class has the better method in order that the students can understand with the materials. In teaching vocabulary the teacher can introduce what is vocabulary that is taken from the book.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the student's life and practice will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finocchiaro, 1973, p. 38).

According to Jordan (1995) in (Sukrina, 2010), teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills.

From the definition above, the researcher concludes teacher needs a good knowledge of their teaching materials. When the teacher teaches the students about vocabulary, the teacher should know the general knowledge of vocabulary, words and also the meaning of vocabulary.

### **Kinds of Vocabulary**

Students sometimes get difficulties in memorizing all vocabulary that they have known. It caused by lack of practicing and use them. That is why the student need to practice more to keep in their mind. According to Richards (2002:255). (Anyaran, 2014) states that vocabulary having kinds in the study of word classification they are: nouns, pronouns, verbs, adjective, adverbs, preposition and conjunction. All of the kinds will be explained below:

**Nouns:** A noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea, nouns can be used as the subject or object of a verb.

**Pronoun:** A Pronoun is a word that is used in place of a noun or phrase (she, her, he, him, they and them).

**Verbs:** Verbs are words that denote or describe an action, experience or state. Hatch and brown (1995) in (Anyaran, 2014) place verbs into four classes: activities (run, walk, look for), accomplishment (build, kill), achievement (recognize, find, lose), and states (know, love, have).

**Adjective:** The Adjective is modified that used to highlight quantities or attributes. The types of adjective are: (a). Determiners. They are articles (the, a, an), demonstrative adjective (this, that, these, those), and possessive adjectives (my, your, her), numeral adjectives (four, ten, first, third), and adjective of indefinite quantity (some, few, all). (b). Descriptive adjectives. They usually indicate an inherent quality (old, young, new), or a physical state such as (blue, yellow, red), size or age.

**Adverbs:** The Adverb is a word that adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verb, to clauses or to entire sentences rather than to noun. Locative adverbs like 'here' and 'there' are used very early young children as ways of pointing to the location of objects. Time adverb like 'now' and 'yesterday' are used by second language learners as an initial why to mark time.

**Preposition:** Preposition is a group of word which is used to show the way in which other words, are connected (in, on, beside, at, and between).

**Conjunction:** Conjunction is a word that connects sentences, phrase, or clause (and, so, but).

## **Types of Vocabulary**

According to Clarence L Barnhart at (Yusro, 2010), type of vocabulary consists of:

### **Reading Vocabulary**

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

### **Listening Vocabulary**

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

### **Writing Vocabulary**

A person's vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

### **Speaking Vocabulary**

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expression, tone of voice, or hand gesture.

From the explanation above, researcher includes of vocabulary that the vocabulary have four types from four skill in English, all of the type just different in face. All of the type important in English specially vocabulary mastery.

## **The concept of Students' Suggestopedia Method**

Suggestopedia is a language teaching method developed by the Bulgarian psychologist, Georgi Lozanov. Like Community Language Learning, Suggestopedia is an innovative method that promises great

effective language learning results. The method also draws the insights from yoga the Soviet psychology Lozanov took the idea that "all students can be taught in a given subject matter at the same level of skill.(Richards, Rodgers, & Thresia., 2015, p. 32). Lozanov emphasizes, however, that increased memory power is not an isolated skill, is a result of "positive, comprehensive stimulation of personality (Lozanov & Thresia, 2015, p. 33)". Lozanov states categorically, "the main aim of teaching is not memorization, but understanding and creative solution of problems " (Lozanov & Thresia, 2015, p. 34)

#### 1. The Advantages of Suggestopedia

In spite of all these disadvantages, some tenets of Suggestopedia have been accepted and adapted by teachers worldwide. According (Fenny Thresia, 2015, p. 38) through suggestopedia students learn to trust the power of the mind. Students also learn that deliberately induced states of relaxation can be valuable at times in the classroom. Students can also benefit from the use of music to get students sit back and relax. When the students are successful in doing such self-activities, they will be more confident.

#### 2. The Disadvantages of Suggestopedia

It is not fair to analyze only from the benefit aspects. Suggestopedia also has a limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students' motivation, financial limitation, the number of students, etc. The main disadvantages of suggestopedia are as follows:

### **The Concept of the Influence of Suggestopedia Method Toward Students' Vocabulary Mastery**

Influence is the form of power to affect another thing. Based on KBBI (2005:849) influence is a power which appears from something that can form the characteristic of other things. Then, Surakhmad (1982:7) states that influence is the power from the thing that can give



the changing of another thing in surrounding. Based on the explanation above, the researcher concludes that influence is the affection of something which can give another effect an changing towards things around. In this case the researcher wants to find out whether the influence of suggestopedia method towards students' vocabulary mastery.

### **Thinking Framework**

This research has two variables in this paradigm. There are independent variable and dependent variable. The independent variable is suggestopedia method and the independent variable is vocabulary mastery. Vocabulary has functioned as the persons' source to express their idea or what they feel in some ways. The more vocabulary they have, will be more easy to express their ideas or what they think. It means the increasing of vocabularies should be conducted continuously, it needs much training. from these results, the researcher concludes that suggestopedia to the learning process goes into making students become and interested in learning process. For the teachers use the English is often and for other researcher can do similar on research other aspect of the suggestopedia.

Suggestopedia Method is to make the students relaxed, allowing them to consciously open mindset to learn comfortably and not depressed. Music is used as a tool to help students relax and to guide the presentation of the material. Here is about something that can make students feel enjoy in teaching and learning process, the human brain is able to process a lot of material if given the right conditions for learning, relaxation and giving them the control and authority of the teacher.

### **Hyphothesis Formulation**

Concerning to the concept and theoretical assumption above, the researcher would like to formulate the hypothesis as follows:

There is positive and significant influence of using suggestopedia method and students' vocabulary mastery in the eighth grade of SMPN 06 metro in academic year 2016/2017?

There is no positive and significant influence of using suggestopedia method and students' vocabulary mastery in the eighth grade of SMPN 06 metro in academic year 2016/2017.

## RESEARCH METHODOLOGY

This research is included as quantitative research term of quasi experimental design. According to (Arikunto S. , 2006, p. 12), quantitative research is the process which uses numeric data to find out the result of the research. Then, (Sugiyono, 2012, p.13) states that quantitative research is a research which uses numeric analysis and statistical in gaining the result data. The design of this research is using "Nonequivalent Control Group Design". The design can be described as follow:

Table 2.

Nonequivalent Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Control	O <sub>3</sub>	X <sub>2</sub>	O <sub>4</sub>

*(Sugiyono, 2012:116)*

Note :

X<sub>1</sub> : Treatment vocabulary mastery by using Suggestopedia Method

X<sub>2</sub> : Treatment vocabulary mastery by using conventional methods

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post-test

O<sub>3</sub> : Pre-test

O<sub>4</sub> : Post- test

The researcher gives the pre-test before start the learning process to know how far the students' understanding about some vocabularies. Then, the post-test is given to students after learnt vocabulary by using the methods to know some increasing in vocabulary mastery. According (Sugiyono,2012, p.117) defines that population is the whole subjects which are complete and clear and will be the object in the research. The population of this research is the students at the eighth grade of SMPN 06 Metro in Academic year 2016/2017. The total population is 248 students, divided by eight classes and each class consists of class 8.1 are 32 students, class 8.2 are 30 students, class 8.3 are 31 students, class 8.4 are 31 students, class 8.5 are 31 students, class 8.6 are 31 students, class 8.7 are 31 students, class 8.8 are 31 students.

"Sampling technique is a way to take the researcher sample from population" (Sugiyono, 2012, p.118). In conducting the research to get the sample from the population, the researcher uses a cluster random sampling technique, because the class is equal. To get sample using cluster random sampling from research population, the researcher does some steps as follow: Firstly, the researcher writes the classes in a piece of paper that represents students in each class. The whole of students of eighth grade of SMPN 06 Metro are (class 8.1 are 32 students, class 8.2 are 30 students, class 8.3 are 31 students, class 8.4 are 31 students, class 8.5 are 31 students, class 8.6 are 31 students, class 8.7 are 31 students, class 8.8 are 31 students). Second, the papers are then shuffled. After shuffling the researcher takes the paper. Finally, the researcher got 8.1 and 8.4 as a sample of research.

Sample the part of the population that will be researched", (Sugiyono, 2012, p.118). The Sample is the number of individual which are represented population in research. The samples of this research are the students from eighth grade in 8.1 and 8.4 class. The total numbers of the sample are 63 students.

Variable is all the things which can be decided by the researcher to be studied in order to get some information and gain the conclusion, (Sugiyono,2012, p.60). This research contains two variables those are

dependent variable and independent variable. Independent is the variable that affects a being as the dependent variable incidence or changes (tied). The Dependent variable is the variable that is affected or which become due as a result of the independent variable (free). In this research the independent variable is suggestopedia method and the dependent variable is students' vocabulary mastery.

### **The Operational Definition of Research Variable**

Suggestopedia is a language teaching method developed by the Bulgarian psychologist, Georgi Lozanov. Like Community Language Learning, Suggestopedia is an innovative method that promises great effective language learning results. The method also draws the insights from yoga the Soviet psychology Lozanov took the idea that "all students can be taught in a given subject matter at the same level of skill.(Richards, Rodgers, & Thresia., 2015, p. 32). Lozanov emphasizes, however, that increased memory power is not an isolated skill, is a result of "positive, comprehensive simulation of personality (Lozanov & Thresia, 2015, p. 33)". Lozanov states categorically, "the main aim of teaching is not memorization, but understanding and creative solution of problems " (Lozanov & Thresia, 2015, p. 34). Suggestopedia class is conditioned be child-like situation. There are some students who do not like to be treated like this as they think that they are mature

### **The Operational Definition of Students Suggestopedia Method**

Suggestopedia method is an enjoyable method in a learning process. In this research, the researcher provides some music instrumentals to accompany the students in learning English especially in vocabulary mastery. When the students are studying, the researcher is playing the music instrumental by active speaker. So, the students can enjoy the learning process by listening some music instrumentals.

### **The Concept Definition of Vocabulary Mastery**

Vocabulary mastery is very important in order that can communicate with other. A person says to 'know 'a word when they can recognize its meaning when they see it (Cameron, 2001, p. 75) It means that in learning vocabulary must to know the meaning of it and also understand and can use it in sentence context. In learning vocabulary automatically we have to know the meaning of words itself and can use

it in sentences in context. From the explanation above, researcher includes of vocabulary that the vocabulary have four types from four skills in English, all of the type just different in face. All of the types are important in English specially vocabulary mastery.

### **The Operational Definition of Vocabulary Mastery**

Vocabulary Mastery is the component which will be explored in this research. Correlate with the material which is given by the researcher, the vocabulary is focused on verb, noun, adverb, and adjective which are used in narrative text. The students are served some narrative texts, and then they analyze together the vocabularies that are included in the types of vocabulary above. So, the students get many vocabularies in each learning process.

### **The Concept Definition of the Influence of Using Suggestopedia Method and Students' Vocabulary Mastery**

The conceptual definition of the influence of using suggestopedia method towards students' vocabulary mastery that influence is a power of the thing which can affect someone or something around. In line, Cambridge English Dictionary (2010:115) states that influence is the power to have an effect on people or things or a person or thing that is able to do this.

Based on the explanation above, the researcher concludes that influence is the affection of something which can give another effect an changing towards things around. In this case the researcher wants to find out whether the influence of suggestopedia method towards students' vocabulary mastery.

### **The Operational Definition of the Influence of Using Suggestopedia Method and Students' Vocabulary Mastery**

The operational definition of students' vocabulary mastery is taken by their score on multiple choice test. Students are given 25 questions about the words of topic have been given in the treatment. They must choose the best answer of those multiple choices.

Research instrument is a tool or facility which is used by the researcher in collecting the needed data in order the work will be easier

and getting better result (Arikunto, 2010, p. 203) it means that by using it, the researcher will get the data completely, systems, and easier to be processed. The instrument which is used to collect the data as follow:

### **Test items**

The test is given in order to know the result of vocabulary achievement by using suggestopedia method.

### **Pre - test items**

Pre-test means the first to get information about the students' vocabulary mastery before the treatment is given. The researcher gives the test for students to know the students' ability before doing researcher, and test is given for experimental class and control class. Research will be use multiple choice which consists of 25 questions. The question is related to the material of vocabulary.

### **Post - test items**

Post-test is to measure students' achievement in vocabulary mastery after the treatment is given. The researcher gives test to know whether the treatment is successful or not. The type of the test is multiple choices. The test same as pre-test but the number is different and random. In conclusion, research instrument is the tool to collect the data in the research which is valuable to be tested. In this research, the researcher uses test "Multiple Choices" in giving the instrument to the subjects to know increasing of students' vocabulary mastery. The total number of the test is 25 items. Here is the specification table instrument of vocabulary mastery: In collecting data, the researcher uses the test. The procedure of test can be collected from some test below:

### **Pre-Test**

Pre-test is done at the beginning time in the research. This test is given to know the first students' vocabulary mastery. The students should choose the best answer (A, B, C, and D) to find out the students' vocabulary mastery. The students will get the score if the students can answer the questions correctly. The researcher given time for doing the test is about one hour.

## Post-Test

After giving treatment, the students should choose the best answer (A, B, or C) to find out the students' vocabulary mastery, the students will get the score if the students can answer the questions correctly. The time for doing the test same like in pre-test.

Table 3.3

Specification Table Instrument of Vocabulary Mastery

Basic Competence	Indicators	Predictors	Items
Identifying the vocabularies in narrative text	Identifying verb which is used in narrative text	The students are able to identify the verb which is used in narrative text.	1,2,3,4,5
	Identifying adverb which is used in narrative text	The students are able to identify the adverb which is used in narrative text	6,7,8,9,10
	Identifying adjective which is used in narrative text	The students are able to identify the adjectives which are used in narrative text.	11,12,13,14,15
	Identifying noun which is used in narrative	The students are able to identify the countable and	16,17,18,19,20

	text	uncountable which is used in narrative text.	
	Identifying to be which is used in narrative text	The students are able to identify to be which is used in narrative text	21,22,23, 24,25

## FINDINGS AND DISCUSSION

This research is conducted at SMP N 06 Metro. The research is done from July 23<sup>th</sup> 2017 up to August 1<sup>th</sup> 2017. There are six classes on grader eighth in SMP N 06 Metro. The total number of the students in eighth grade is 248 students. The researcher gets the sample using cluster stratified random sampling and the result is the sample of this research consist of two classes of the students in the seventh grade. The two classes are VIII.1 as the experimental class and VIII.4 as the control class. The research covered try out and test. This research is quantitative research which is intended to find out the influence of using suggestopedia towards students' vocabulary mastery. The influence can be seen from the gain score of pre test and post test. The conclusion of the research is taken by comparing the mean of the post – test scores of teaching vocabulary mastery as an experimental class with teaching vocabulary by using conventional method as control class.

In this research, there are two instruments. They are the instrument of pre-test and post-test. The researcher uses to construct validity, which asking the expert judge and doing try out. There are 25 items for students' vocabulary mastery.

The Result Of Research Instrument

The Validity of Research Instrument



In this research, there are two instruments. They are the instrument of pre-test and post-test. The researcher uses to construct validity, which asking the expert judge and doing try out. There are 25 items for students' vocabulary mastery. The result of validity is as bellow which is counted by using Correlation Product Moment:

$$\begin{aligned}
 r_{xy} &= \frac{\sum_{i=1}^n x_i y_i}{\sqrt{\sum_{i=1}^n x_i^2} \sqrt{\sum_{i=1}^n y_i^2}} \\
 &= \frac{267}{\sqrt{272,7} \sqrt{272,7}} \\
 &= \frac{267}{272,7} \\
 &= 0,98
 \end{aligned}$$

The result of the validity is 0,98 it means that the instrument items are valid.

### The Reliability of Research Instrument

To test the reliability of multiple choice questions, the researcher uses Cronbach Alpha formula as follows:

$$\alpha = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{M(k-M)}{k \sum_{i=1}^k \sigma_i^2} \right]$$

Where

$\alpha$  = reliability

$k$  = total of items which are tested

$M$  = Mean of total score

$\sum_{i=1}^k \sigma_i^2$  = total of variance

The result of reliability:

$$r_{tt} = \left[ \frac{25}{(25 - 1)} \right] \left[ 1 - \frac{16,1(25 - 16,1)}{25 \cdot 63,4} \right]$$

$$r_{tt} = 1,041 \cdot \left[ 1 - \frac{143,29}{1584} \right]$$

$$1,041 \times (1 - 0,09)$$

$$r_{tt} = 1,041 \times 0,91$$

$$r_{tt} = 0,94$$

The result shows that the reliability is 0,94. It means that the reliability is very high as it can be seen in the classification below:

0,80 – 1,00 : Very high

0,60 – 0,80 : High

0,40 – 0,60 : Sufficient

0,20 – 0,40 : Low

0,00 – 0,20 : Very low

### Research Result of Data Collecting Technique

In this part, the research explains the result of the data collecting technique as follows:

#### The Result of Pre-Test

The researcher conducts the pre test to know the capability of the students before giving the treatment. The pre test is given to the 58 students, where the 29 students are experimental class and the 29 students are included as the control class. The test consists of 25 items in multiple choices which were done by all of the students in both classes. The time to answer the pre test is about 60 minutes.

### **The Result of Pre-Test in Experimental Class**

The researcher gives pre test for experimental class which consist of 29 students in multiple choices which the total 25 items. The highest score is 80 and the lowest score is 30. Then for the mean is 60,14, for the complete data of pre test in experimental class .

### **The Result of Pre-Test in Control Class**

Same as the experimental class, the researcher also gives the pre test for the controller class in multiple choices which the total 25 items. The highest score of the pre test in control class is 80 and the lowest is 30. The mean of the data is 57,7.

### **The Result of Post Test**

The researcher conducts the post-test to know the achievement of the students' vocabulary after giving the treatments. The post test is given to the 58 students, where the 29 students are experimental class and the 29 students are included as the Control class. The test consists of 25 items in multiple choices which are done by all of the students in both classes. The time to answer the post test was about 60 minutes.

### **The Result of Post Test in Experimental Class**

The researcher gives post-test for the experimental class which consists of 29 students in multiple choices which the total item is 25 items. The highest score is 86 and the lowest score is 40. Then for the mean is 67,17 in experimental class.

### **The Result of Post Test in Control Class**

Same as the experimental class, the researcher also gives the post test for the control class in multiple choices from which the total 25 items. The highest score of post test in control class is 80 and the lowest is 30. Then for the mean is 56,61 in control class. After giving the test and getting the result of pre-test and post-test, the researcher uses the quantitative analysis to know the influence of using the suggestopedia method towards students' vocabulary mastery in the eighth grade of SMP N 06 Metro. In this research, the researcher uses hypothesis to

analyze the result of pre-test and post-test. Before doing the hypothesis test, the researcher measured the normality and homogeneity test. It is conducted to know the data on both of the class were normally distributed and has a variance or not.

### Result of Normality Test

The normality is employed to know whether the test come from the population, which have the normality distribution or not. In this research, the researcher uses non-parametric formula by using Liliefors method to measure the data is coming from normal population or not. The data normality of the test accepted  $H_0$  if  $t_{count} < t_{tab}$  for the significance level 5% ( $\alpha=0.05$ ) and also the significance level 1% ( $\alpha=0.01$ ).

Table 6.

The Result of Normality Distribution Test

Test	Variable (X)	$L_o$	$L_{tab}$ Significance level	Conclusion
			5% ( $\alpha = 0,05$ )	
Pre-test	Class Exp.	0,048	0,161	Normal
	Class Cont.	0,016	0,161	Normal
Post-test	Class Exp.	0,057	0,161	Normal
	Class Cont	0,003	0,161	Normal

Based on the table above, it is obtained that  $L_o$  post test is lower than  $L_{tab}$  in the significance level of 5% ( $\alpha = 0,05$ ). So, the hypothesis  $H_0$  is accepted. It means that both of the samples in this research come from the population which have normality distribution. For the complete data, can be seen in appendix 107, 114, 122 and 128.

## Result of Homogeneity Test

After analyzing the normality of sample distribution, then the researcher analyzes the homogeneity of data. The data homogeneity of the test accepted  $H_0$  if  $F_{ratio} < F_{table}$  for the significance level 10% ( $\alpha=0.05$ ) and also the significance level 2% ( $\alpha=0.01$ ).

Table 7.

The Result of Homogeneity Test

Test	$F_{ratio}$	$F_{table}$		Conclusion
		Significance level		
		10% ( $\alpha = 0,05$ )	2% ( $\alpha = 0,01$ )	
Pre-test	1,15	1,56	1,87	Homogenous
Post-test	1,27	1,56	1,87	Homogenous

*Source : The Students' Result of Homogeneity Test*

From the table above, it is obtained that  $F_{ratio}$  of pre-test and post-test is lower than  $f_{tab}$  in significance level of 10% ( $\alpha = 0,05$ ) and 2% ( $\alpha = 0,01$ ). So that, the hypothesis  $H_0$  is accepted, it means that both samples in this research come from the population which have the variance equality. For the complete data, it can be seen on appendix 116 and 130.

## The Result of Hypothesis Test

After giving the test and getting the result data of the test in this research, the researcher use quantitative analysis in order to prove the hypothesis that there is the significant influence of suggestopedia method towards students' vocabulary mastery at the eighth grade of SMP N 06 Metro. The researcher uses  $t_{test}$  formula to analysis the result data of pre-test and post-test. Before conducting the hypothesis test, the researcher proves that the result has normal and homogeneous data.

Test criteria :

Accept  $H_0$  if  $t_{ratio} \leq t_{table}$

Accept  $H_a$  if  $t_{ratio} \geq t_{table}$

$H_0$  = There is no difference capability of both classes of Experiment and control class.

$H_a$  = There is difference capability of both classes of Experiment and control class

For counting the hypothesis, the formula which is used is  $T_{test}$ :

$$t_{count} = \frac{\bar{x}_1 - \bar{x}_2}{S_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{With} = S_g^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

### The Calculation of Pre-test (Balancing Test)

Table 8.

The Calculation Hypothesis of Pre-Test

Experiment class	$n_1 =$ 29	$X_1 =$ 60,14	$s_1^2 =$ 14,14
Control class	$n_2 =$ 29	$X_2 =$ 57,97	$s_2^2 =$ 15,16

Source : Table data results of Hypothesis

Pre test

$$S_g^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(29 - 1)14,14 + (29 - 1)15,16}{29 + 29 - 2}$$

$$= \frac{(28)14,14 + (28)15,16}{56}$$

$$= \frac{395,92 + 424,48}{56}$$

$$= \frac{820,4}{56}$$

$$S_g = 14,65$$

$$t_{hit} = \frac{\bar{x}_1 - \bar{x}_2}{S_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{60,14 - 57,92}{14,65 \sqrt{\frac{1}{29} + \frac{1}{29}}}$$

$$= \frac{2,22}{14,65 \sqrt{0,0689}}$$

$$= \frac{2,22}{3,845}$$

$$= 0,975$$

$$t_{daf} = t_{(1-\frac{1}{2}\alpha).(n_1+n_2-2)}$$

On significance level ( $\alpha$ ) = 5%, gotten :

$$t_{daf} = t_{(1-\frac{1}{2}\alpha).(n_1+n_2-2)}$$

$$= t_{(0,975).(56)}$$

$$= 2,00$$

On significance level ( $\alpha$ ) = 1%, gotten :

$$t_{daf} = t_{(1-\frac{1}{2}\alpha).(n_1+n_2-2)}$$

$$= t_{(0,995).(56)}$$

$$= 2,66$$

From the calculation above,  $t_{count} = 0,975$  and  $t_{tab}$  on significance level  $5\%=2,00$  it is gotten  $t_{count} < t_{tab}$ . So,  $H_0$  is accepted and  $H_a$  is rejected. It shows that both classes have the same capability in the beginning.

### The Calculation of Post-test (Comparing Test)

Table 9.

The Calculation Hypothesis of Post-Test

Experiment class	$n_1 =$ 29	$X_1 =$ 67,17	$s^2 =$ 12,81
Control class	$n_2 =$ 29	$X_2 =$ 56,4	$s^2 =$ 14,43

Source: Table data results of Hypothesis Post Test

$$\begin{aligned}
 S_g^2 &= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \\
 &= \frac{(29 - 1)12,81 + (29 - 1)14,43}{29 + 29 - 2} \\
 &= \frac{(29)12,81 + (30)14,43}{56}
 \end{aligned}$$



$$= \frac{358,68 + 404,04}{56}$$

$$= \frac{762,72}{56}$$

$$S_g = 13,62$$

$$t_{hit} = \frac{\bar{x}_1 - \bar{x}_2}{S_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{67,17 - 56,41}{13,62 \sqrt{\frac{1}{29} + \frac{1}{29}}}$$

$$= \frac{10,76}{13,62 \sqrt{0,0689}}$$

$$= \frac{10,76}{3,575}$$

$$= 3,009$$

$$t_{tab} = t_{(1-\frac{1}{2}\alpha).(n_1+n_2-2)}$$

On significance level ( $\alpha$ ) = 5%, gotten :

$$t_{daf} = t_{(1-\frac{1}{2}\alpha).(n_1+n_2-2)}$$

$$= t_{(0,975).(56)}$$

$$= 2,39$$

On significance level ( $\alpha$ ) = 1%, gotten :

$$t_{daf} = t_{(1-\frac{1}{2}\alpha).(n_1+n_2-2)}$$

$$= t_{(0,995),(56)}$$

$$= 2,66$$

### Hypothesis Testing

After analyzing the data, the researcher knows the average rates and variances of both groups, next is to prove the hypothesis; there is significant influence of suggestopedia method towards students' vocabulary mastery at the eighth grade of SMP N 06 Metro the researcher tries to see the result of  $t_{test}$ .

Testing creation 1

$H_0$  is rejected if  $t_{hit} > t_{table}$

$$t_{table} = (1-\alpha)(df)$$

$$df = n_1 + n_2 (df)$$

$$= 29+29-2$$

$$=56$$

By looking at G table it is found the value for  $\alpha = 1\%$

$$t_{table} \quad t = (1-0,01)(56)$$

$$t = (0,99)(56)$$

$$t = 2,39$$

Based on the data analyzing above, it is found that  $t_{count} = 3,009$  and  $t_{tab} = 2,39$  So,  $H_0$  is rejected and  $H_a$  is accepted. It means that there is significant influence of using suggestopedia method towards students' vocabulary mastery at the eighth grade of SMP N 06 Metro.

Table 10.

The Hypothesis Test of Post-test

Class	df	Average score	S <sup>2</sup>	S	T <sub>ratio</sub>	T <sub>table</sub>	Conclusion
X <sub>1</sub>	29	67,17	12,81	3,5	3,009	2,39	Different
X <sub>2</sub>	29	56,41	14,43	3,8			

*Source : Table data result of Hypothesis of Post Test*

H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. It means that, there is different result of using suggestopedia method towards students' vocabulary mastery at eighth grade of SMP N 06 Metro academic year 2016/2017. It can be taken conclusion that there is significant influence of using suggestopedia method towards students' vocabulary mastery in the eighth grade of SMP N 06 Metro academic year 2016/2017.

## **FINDINGS AND DISCUSSION**

In this research, the researcher uses vocabularies which are used in narrative text. These vocabularies are concerned on the verb, noun, adjective, to be and adverb which is used in narrative text. Then, the average score of post-test for each class using suggestopedia method and conventional method is compared to find the differences of both scores. The result calculation shows that the score of post-test in experimental class is higher than control classified. It also can be seen from the pre-test score which is compared with the post-test score.

H<sub>0</sub> is accepted and H<sub>a</sub> is rejected, which has the meaning that there is no difference capability or can be said that their capability before giving treatments are balanced at the eighth grade of SMP N 06 Metro in academic year 2016/2017. Afterwards, from the calculation of post-test, it is shown that t<sub>ratio</sub> is higher than t<sub>table</sub> on significant level 5% is 3,009. So, t<sub>ratio</sub> > t<sub>table</sub> (3,09 > 2,39). It proves that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. It can be said that there is a different result between pre-test and post-test score in experimental class and control class. Moreover, the changing of students' post-test score is higher than their pre-test

value, especially in experimental class which used suggestopedia method as the learning media. It means that, suggestopedia method is more effective than conventional method to increase students' vocabulary mastery in daily vocabularies. The result of calculation indicates that the students' post-test result of experimental class is better than control class. It is seen when students' post-test score are compared to pre-test score. The result shows that there is significant difference between pre-test and post-test score (post-test > pre-test).

Considering the different result of the use of those methods in this research, the researcher agrees with some theoretical reviews which are declared by some experts about suggestopedia method in vocabulary learning process. First, the theory which showed that suggestopedia method has some advantages towards vocabulary learning is from Lozanov (2015:33), who explains that Like Community Language Learning, Suggestopedia is an innovative method that promises great effective language learning results. The method also draws the insights from yoga the Soviet psychology Lozanov took the idea that all students can be taught a given subject matter at the same level of skill. Then ,the result shows that every student has an understanding and creative solution motivated to memorize the vocabulary which have been taught in the past and challenging to write as many as they remember. It is also supported by Thresia (2015:38) who states that through suggestopedia students learn to trust the power of the mind, students also learn that deliberately induced states of relaxation can be valuable at times in the classroom. They can also benefit from the use of music to get students sit back and relax. When the students are successful in doing such self-activities, they will be more confident. Those statements prove that in learning process by using suggestopedia method the students are more relaxed in accepting the materials they also can enjoy the learning process without tense condition.

In conclusion, learning process for the students, which used suggestopedia method and conventional method is different. The researcher can state that by applying two methods could give the different result in mastering vocabulary. So, from the data of students'

score on pre-test, treatment and post-test, it can be concluded that there is a significant influence of using suggestopedia method towards students' vocabulary mastery at the eighth grade of SMP N 06 Metro in academic year 2016/2017.

## **CONCLUSION**

After the researcher finished the research and analyzed the data, the researcher there are conclude as follows;

Most of the students in seventh grade of SMP N 06 Metro in academic year 2016/2017 who are taught by Suggestopedia Method (experimental class) are able to and write many vocabularies as suitable as the method's rules. It shows from the students' score in vocabulary is in the middle position, they are able to answer the multiple choice test prepared by the researcher, the researcher found that the highest score is 80, the lowest is 40 and the average score is 62,17. Based on the data frequency distribution of the result, it is obtained that from 29 students there are students getting a score between 40-49 is 4 students, 2 students getting 50-59, 9 students getting 60-69, 8 students there are students getting a score between 70-79, and 6 students got 80-89.

The students of the experimental class who were taught by using suggestopedia method shows that they are able to increase their capability in mastering English vocabulary mastery especially of the narrative text. It can be seen that after getting data from the result of vocabulary mastery test, the researcher found that the highest score is 86, the lowest is 40 and the average score is 67,17. Based on the data frequency distribution of the result, it is obtain that from 29 students there are students getting a score between 40-49 is 4 students, 2 students getting 50-59, 9 students getting 60-69, 8 students there are students getting score between 70-79, and 6 students got 80-89.

Based on the calculation, it is described that the hypothesis of  $H_a$  are accepted and  $H_o$  is rejected. The differences of both learning processes are suggestopedia method can stimulate the students in learning process at the students' vocabularies. It can support students to remember again their vocabularies in the learning process in the past. Then, the conventional method in learning process just gives a little contribution in achieving the goal of learning. The result shows that  $H_a$  is higher than  $H_o$ , finally the researcher concludes that there is significant and positive influence of using suggestopedia method towards students' vocabulary mastery at the eighth grade of SMP N 06 Metro academic year 2016/2017.

## REFERENCES

- Anyaran, S. (2014, April Thursday). *Bos Informasi*. Retrieved May Thursday, 2016, from [www.bosinformasi.web.id/2014/04/kinds-of-vocabulary.html](http://www.bosinformasi.web.id/2014/04/kinds-of-vocabulary.html):
- Arikunto, P. D. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta.
- Budiyono. 2015. *Statistik untuk Penelitian Cetakan 4 Edisi 2*. Surakarta. UNS
- Arikunto, S. (Jakarta). *Prosedur Penelitian Suatu Pendekatan Praktik*. 2010: Rineka Cipta.
- Brown, & H, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: A Pearson Educational Company.
- Cameron. (2001). *Teaching Languages To Young Learners*. Cambridge University .
- Effect of Teaching English by Using Picture to the Students' Vocabulary Mastery at Fifth Grade in SDN Gayam II Kediri Academic Year

2012/2013 <http://anysty77.blogspot.co.id/2014/08/normal-0-false-false-false-in-x-none-x.html>

Jackson, & Howard. . (2000). *Words, Meaning and Vocabulary*. New York. Cassell. New York : Cassell.

Lozanov, & S.Thresia, M. F. (2015). *TEFL*. Metro.

*Metode Penelitian Kuantitatif, Kualitatif Dan R&D* 2013 Bandung  
2010 *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung Alfabeta

Richards, J. C., & Willy, A. R. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York : Cambridge University Press.

Richards, J. C., Rodgers, T. S., & S.Pd., M. F. (2015). *TEFL*. Metro.

Setiawan, B. (2010). *Improving Students' Vocabulary Mastery Through Direct Instruction*. Surakarta: Sebelas Maret University.

*STATISTIK*. (2011). Metro Universitas Muhammadiyah Metro

Sugiyono. (2012). *Metode Penelitian Kualitatif Kuantitatif dan R & D*. Bandung : CV. Alfabeta.

Sukrina, V. (2010). *Improving Students' Vocabulary Mastery by Using Realia*. Medan: English Department, Faculty of Language and Art State University of Medan.

Taarum, A. N. (2014, August Thursday). Effect of Teaching English by Using Picture to the Students' Vocabulary Mastery at Fifth Grade in SDN Gayam II Kediri Academic Year 2012/2013. pp.

<http://anysty77.blogspot.co.id/2014/08/normal-0-false-false-false-in-x-none-x.html>.

Widyawati, Y. (2010). *THE USE OF DORA THE EXPLORER CARTOON MOVIE TO IMPROVE VOCABULARY MASTERY* . SALATIGA: STAIN SALATIGA.

Yusro, A. (2010). *The Influence of the Vocabulary Mastery Toward thye Ability in Writing the Paragraph Among the Eight Grade Students of States Junior High School 4 of Metro*. Metro: STAIN of Jurai Siwo Metro .

Zhang , H. S., & Song, W. ((2009)). A Study of Chinese Learners' Behaviors in Self-regulated CALL Environments. . *Proceedings of the 2nd IEEE International Conference on Computer Science and Information Technology* (.Vol. 5. Piscataway,: n W. Li & J. Zhou (Eds.), pp. 4-8), . NJ: IEEE Press.