

CHAPTER I

INTRODUCTION

This chapter deals with the background of the research, statements of the problems, the aims of the research, methodology of the research, significance of the research, clarification of terms, and organization of the paper.

1.1. Background

English language learning has been introduced in many kindergartens in big cities in Indonesia such as Bandung and Jakarta at an early start. This is due to the belief that English should be introduced earlier, as expressed by Cameron (2001) that English as a foreign language is learnt better by young learners because children can learn language subconsciously by imitating what adults in their environment talk and do.

In the language class, language learning for children can not be separated from vocabulary learning. It is because vocabulary is one of the important parts that support the success of achieving English language mastery. Harmer (2001) believes that vocabulary is one of the important factors that affect language speaking activities. Moreover, oral and literary ability cannot be highly achieved without a fundamental vocabulary teaching (Jeffrey, 1995).

The implication is that the teaching of English language for children has to be suitable for their learning characteristics. The environment should support their

language process, where they do not feel stressful. Some of the alternatives are teaching language through storytelling, songs and games. It is in line with children characteristic that they learn best through playing, doing some movements, imitating the teachers, and listening (Scott & Ytreberg, 2000; Moon, 2000; and Pinter, 2006). It is also supported by Supriadi (2002) that learning while playing is the key of the early childhood education.

Unfortunately, there are still lots of teachers in Indonesia who have little understanding about the techniques of teaching language to children. For example, vocabulary was taught out of context using only monotonous technique such as by showing pictures and mentioning the names (Damayanti and Nurlaelawati, 2008). It also took place in the class where I taught. The lack of teaching techniques, based on my observation in my own class (Kindergarten A; five to six years old children), made many students have difficulties in memorizing vocabulary. Students could only memorize the vocabulary during the teaching, but they forget after that. Besides the lack of techniques, English as a foreign language may make them feel stressful. One of the ways to make the lesson interesting and less stressful is using Suggestopedia.

Suggestopedia method was developed by a Bulgarian doctor and psychotherapist, Georgi Lozanov, in the late 70s. This method is based on humanistic approach with maximum utilization of human brain (Lozanov, 2005). This method was applied in many foreign language teachings, and it was recommended by UNESCO (1978) as one of the appropriate methods for many subjects and for many types of students.

Prichard et al (2001) believes that Suggestopedia includes some key elements like a rich sensory learning environment (pictures, music, etc), a positive expectation of success, and the use of a varied range of methods (dramatized texts, music, active participation in songs and games, etc). In its implementation in the classroom, the teacher uses music as classical background music in the concert sessions. They move like actors in the theater, use puppets like a show person, and read the textbook like poets at their recital (Hagiwara, 1997).

Eventhough Suggestopedia was supported by old theories; this method was still used in many studies periodically from the past until the current years. Here are some results of previous research of Suggestopedia method that was conducted in Spain, Germany, and Japan. In Spain, memorization of foreign words (English) to Spanish dominant students by suggestology (suggestopedia in pedagogy) accelerates learning 25 times over that of memorization by conventional methods (Sylvia, 1986, cited in Hiebert and Kamil, 2005). Sylvia also has explained that Suggestopedia method accelerated French students in elementary school on learning English vocabularies.

Another research was in Germany, Prichard et all (2001) implemented Suggestopedia method to the high school students. They used Suggestopedia to introduce new English vocabularies. The result was the increase of the students' English vocabularies significantly. The experimental class got higher scores than the control.

Meanwhile in Japan, Adamson (1992) reported students' memorization had improved by using Suggestopedia method. In addition, Emily Homma (2006) reported that the use of Suggestopedia in pre-school built a fun and joyful environment to enhance children's experiences in learning English as foreign language.

Referring to those descriptions disclosed above, this research would like to find out to the extent to which the Suggestopedia method can improve Kindergarten students' English vocabularies. In addition, this research also aims to acknowledge the students' responses toward the use of Suggestopedia method in teaching vocabulary.

1.2. Statements of the Problem

In line with the background above, there are two questions to be answered in this research, those are:

1. to what extent can Suggestopedia method improve Kindergarten Students' English vocabularies?
2. what are the students' responses to the use of Suggestopedia method in the kindergarten?

1.3. The Aims of the Research

Principally the research has some aims as follows:

1. to find out the extent to which Suggestopedia can improve Kindergarten Students' English vocabularies; and
2. to investigate the students' responses to the use of Suggestopedia method in kindergarten.

1.4. Methodology of the Research

This research employs Classroom Action Research which consisted of several steps, namely planning, acting, observing, and reflecting. It uses collaboration approach (Wallace, 1998), in which, I, the researcher, collaboratively work with the class teachers.

It was conducted in two cycles, which consisted of three meetings. The subject of the research was 22 students Class B1 at Kindergarten A in Bandung. Assessments, observation, and interview were used as the instruments of the research. Further explanation about methodology of this research will be presented in the Chapter III.

1.5. The Scope of the Research

This research focuses on two points, they are: (1) planning and implementing Suggestopedia method to improve students' English vocabularies (2) focus on the students' responses toward the use of Suggestopedia method.

Students' vocabularies meant here are oral vocabularies and productive vocabularies. Oral vocabulary includes some words that are recognized and used in listening and speaking activities. Meanwhile, productive vocabulary includes words that are used when people speak or write (Kamil and Hiebert, 2005).

1.6. Significance of the Research

This research is expected to give significance for developing literature, practical side for teacher, and teacher educator. Dealing with literature, some research of the use of Suggestopedia method had been conducted in language teaching. So, the result of this research could support and make a positive contribution on the literature about Suggestopedia method in Indonesian context for Kindergarten students.

In addition, this research is also expected to help English teachers in kindergartens improve their students' vocabulary by looking at and adapting some techniques that were used in this research. They also learnt the lesson plan and assessments that were used. Finally, this research will be beneficial for teacher educator in the training who introduces Suggestopedia method to pre-service and in-service teachers.

1.7 Clarification of Terms

The clarification of terms used in this research can be explained as follow.

a. Implementation

In this research, the implementation refers to the execution of one method of teaching English that is Suggestopedia to see its influence to English vocabulary learning in kindergarten students.

b. Improve

The word "improve" in this research was measured from the comparison between the score result of the students before; and after applying Suggestopedia method in teaching and learning process. Ninety percent of the students should exceed the passing grade or *Kriteria Ketuntasan Minimum (KKM)* of English Language.

c. Suggestopedia

Suggetopedia is one of the teaching methods which is based on humanistic approach with maximum utilization of human brain (Lozanov, 2005). This method involves four stages in its implementation in the class, there are: preparatory stage, active concert, passive review, and practice (Lozanov, 2005; Hagiwara, 2004; and Gateva, 1990)

d. English Vocabulary Mastery

English vocabulary mastery in this research refers to the ability of the kindergarten students in recognizing and mentioning English vocabularies related to fruits.

e. Classroom Action Research

Classroom action research, in this research, is used as a research method that includes several steps, namely planning, action, observing, and evaluation. In this research, I, as an English teacher acted out as the researcher, and the class teachers acted out as the observers that help the researcher.

1.8 Organization of the Paper

This paper is presented in five chapters:

Chapter I Introduction

This chapter explains the background of the research, statements of the problem, the aims of the research, methodology of the research, the scope of the research, significance of the research, clarification of terms, and organization of the paper.

Chapter II Theoretical Foundation

This chapter is composed of experts' related theories and the other previous studies related to Suggestopedia and vocabulary learning for young learners.

Chapter III Research Methodology

This chapter gives specific details about research methodology, design of the research, setting of the research, data collections techniques, and data analysis.

Chapter IV Research Findings and Discussions

This chapter presents the result of the research. It is about the findings and discussions of all components related to the research.

Chapter V Conclusions and Recommendations

This chapter provides the research conclusion and the recommendations to other teachers and researchers.

