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MALAYSIA



2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

PROCEEDINGS

Hosted by

Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

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Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

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The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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Table Of Content

Preface	ii
Steering Committee.....	iii
Table of Content	iv
Paper Presenter :	
39. Structures Of The West Lampung’s Wayak Oral Literature - Armina	II-261
40. At A Glance Information System In LMS For Education Language - Arnes Yuli Vandika, Eka Imama Novita Sari, Ade Kurniawan, Dina Ika Wahyuningsih	II-271
41. E-Education : Social Media Network For Distance Learning System - Arnes Yuli Vandika, Eka Imama Novita Sari, Ade Kurniawan, Ruri Koesliandana.....	II-275
42. Teacher Understanding Of Pedagogy Competency In Tangerang - Azizah Husin.....	II-278
43. The Impact Of Using English Songs Towards The Students’ Vocabulary Mastery At Grade Ten Of Smk Negeri 1 Bandarlampung In Academic Year 2013 – 2014 - Bastian Sugandi	II-285
44. The Impact Of The Application Of Make-A Match Technique Towards Students’ Vocabulary Mastery - Dewi Maduratna.....	II-290
45. The Effect Of The Application Of Contextual Teaching And Learning (Ctl) On The Students’ Vocabulary Mastery At Grade Seven Of Smp Gajah Mada Bandar Lampung In Academic Year 2013-2014 - Dewi Marsela.....	II-295
46. The Correlation Between Students’ Remarkable Experiences And Their Ability In Recount Text Writing - Eka Rindi Astuti	II-301
47. The Effect Of The Application Of Contextual Teaching Learning Toward Students’ Listening Ability Of Grade Xi At Man 2 Tanjung Karang In 2014 - Eka Wahyuni Kartika	II-307
48. The Analysis Of Conditional Sentence Errors Pattern In Writing Sentences Of The Eleventh Grade Students Of Sma Negeri 5 Bandar Lampung - Fangky Adetia	II-314
49. The effect Of Mind Mapping Technique Towards The Students’ Speaking Ability At 7th Grade Of SMPN 4 Bandar Lampung - Frederika Mei Anggraeni.....	II-320
50. Teaching English Words’ Literal Meaning To 2nd Semester Students Of FKIP UBL Through Stage Hypnosis - Helta Anggia.....	II-328
51. Politeness And Camaraderie:How Types Of Form Matter In Indonesian Context - Jumanto	II-335
52. The Effect Of Using Pictures On Students’ Speaking Ability At Grade Eight Of SMPN 2 Seputih Mataram Lampung Tengah - LaurisaWidyaningrum	II-351
53. Time Expansion And Clear Speech To Improve Speech Recognition In Older Adults – Lusy Tunik Muharlisiani, Supeno, Danny Yatika.....	II-356
54. The Breath Sport Training For Health - M.C. Tri Atmodjo	II-364
55. The Correlation Between The Students’ Past Tense Mastery And Their Ability In Translating Narrative Texts - Marita Safitri	II-368

56. The Effect Of The Application Of Suggestopedia Teaching Method Toward Students' Speaking Ability Of Grade Eleven At SMA Adiguna Bandarlampung 2014 - Meidian Putri Zusana	II-374
57. The Application Of Snakes And Ladders Game In Teaching Vocabulary - Meipina	II-380
58. The Correlation Between The Students' Pronunciation Mastery And Their Ability In Speaking - Meylan GNA Sihombing	II-388
59. An Error Analysis Of The Use Of Present Participle Form Of The Sixth Semester Students Of FKIP Universitas Bandar Lampung - Miryanti Ferialia	II-394
60. The Impact Of The Application Of SQ3R Method (Survey, Question, Read, Recite, Review) Towards Students' Reading Comprehension - Ni Nengah Parwati	II-399
61. The Correlation Between Students' Narrative Text Identification Ability And Their Narrative Text Writing Ability - Padila Dewi.....	II-405
62. Representation Of National Final Exam In Indonesian News Of detik.com – R. Nadia R. P. Dalimunthe	II-410
63. The Influence Of Using Crossword Puzzle Towards The Students' Vocabulary Mastery – Ria Anggelia Tambun	II-416
64. Teaching Learning Method Development With The Assignment To Outline Portions Of The Textbook - Sarjito Surya.....	II-422
65. The Influence Of The Application Of Pairs Check Technique (PCT) Towards Students' Writing Ability At Grade Ten Of Sma Catur Karya Tulang Bawang 2014 - Siti Nuryati.....	II-426
66. The Influence Of The Application Of Problem Based Learning Towards The Students' Speaking Ability Of Grade Eleven Of Sma Negeri 5 Bandar Lampung - Sumardi Hussein.....	II-430
67. The Impact Of Using Pictures On The Students' Vocabulary Mastery At Grade Three Of SD Negeri 2 Rulung Raya Natar South Lampung In Academic Year 2013-2014 – Surya Adi Tama.....	II-436
68. The Influence Of Task-Based Instruction Towards The Students' Ability In Writing Procedure Text At Grade Ten Of Sma Tri Sukses Natar Lampung Selatan In Academic Year 2013-2014 - Tuti Rasminah	II-442
69. The Impact Of Using Thesaurus Program In Microsoft Word Towards Students' Vocabulary Mastery -Wenny Octaria Tami	II-445
70. An Analysis Of Traditional Grammar, Immediate Constituent Analysis, And X-Bar Syntax Theory - Yanuarius Yanu Dharmawan	II-453
71. The Impact Of Using Skimming And Scanning Strategies Of Descriptive Text Towards Students' Reading Comprehension At Grade Eight Of SMPN 22 Bandar Lampung - Yuli Fatmawati.....	II-463

THE EFFECT OF THE APPLICATION OF SUGGESTOPEDIA TEACHING METHOD TOWARD STUDENTS' SPEAKING ABILITY OF GRADE ELEVEN AT SMA ADIGUNA BANDARLAMPUNG 2014

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Abstract

The objective of the research is to find out whether there is any effect of the application of Suggestopedia teaching method toward students' speaking ability of grade eleven at SMA ADIGUNA Bandar Lampung in 2014. Suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. Of course, the systematic academic participation is not neglected but is always in accord with the suggestive. The unique one of this method is using music as a background in the class. The types of music are baroque and classical. In this quantitative research, the researcher uses purposive sampling to get the data and takes interview test to students' speaking ability. In doing scope of the research, the researcher takes the subject of the research of grade eleven at SMA ADIGUNA Bandar Lampung in 2014. And the context of the research would be conducted at SMA ADIGUNA Bandar Lampung. It is located on Jalan Khairil Anwar No. 79 Durian Payung Tanjungkarang Pusat, Bandar Lampung.

Keywords: Suggestopedia, speaking ability, music, baroque and classical, quantitative research.

1. INTRODUCTION

In learning English, communication is a fundamental aspect. In a good communication, people have to master the target language, either in written or oral language. A foreign language program usually aims at developing the skill to understanding, speaking, and writing, while giving a sight into culture of which the language is a part (Finochairo & Banomo, 1998, p.73).

One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate, 1987). In addition, speaking is a skill to make conversation run well. To test whether learners can speak, it is necessary to get them to actually say something.

Speaking is so much a part of daily life that we take for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that (Thornbury, 2005). For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns.

The students often need to be able to speak with confidence in order to carry out many of their most basic transactions. The problem is the students feel difficult to speak English because they have less vocabulary and grammar mastery. Besides, no motivation from the teacher can influence students' self-confidence. The students feel afraid of failing and feel that they will get negative comment from the environment.

One of the possible ways to help students improve their speaking skill is by using *suggestology* or *suggesto-pedia* teaching method. DePorter & Hernacki (2013) said that suggestion can influence the result of students' learning situation; either gives a positive or negative suggestion. Suggestopedia is a method which builds students' imagination through audio visual aid to practice some language games in order to apply the patterns of a new language form.

Suggestopaedic teaching method (in foreign languages and other school disciplines) are completely different from all other methods of teaching. Suggestopedia, the application of the study or suggestion to pedagogy, has been developed to help students eliminate the feeling that they can not be successful and, thus, to help them overcome the barriers to learning (Lozanov, as cited in Larsen-Freeman, 1986, p.72).

2. LITERATURE REVIEW

Suggestopedia is the name of a method developed by a Bulgarian scientist, Georgi Lozanov. Lozanov, who was a physician and psychotherapist, developed his method in Bulgaria. The method was then introduced in the Soviet Union, Hungary and East German (Setiyadi, 2006, p.109).

According to Lozanov (2005, p.11), Suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. Of course, the systematic academic participation is not neglected but is always in accord with the suggestive. In addition, Lozanov (2005, p.30) also argued that suggestion can be used successfully not only in medical practice but also in teaching.

Lozanov found that what he told about music “mathematical” (60 – 80 bpm baroque) can deliver the learners in a condition of relaxation which cautious. He used this music as an integral part from learning program as a whole means Suggestopedia (Russel, 2011, p.217). It is believed that Baroque music creates a level of relaxed concentration that facilitates the intake and retention of huge quantities of materials. Radle (2008) also said that Baroque music helps the suggestopedic student to reach a certain state of relaxation, in which the receptivity is increased.

According to Boses (1979, p.110), speaking a language is an important aspect for the correct pronunciation with sounds and system of the language that needs constant attention and practice.

There are six principles in teaching speaking (Harmer, 1991), 1). they are the students often play dialogues: They write a dialogue by themselves and read the dialogue aloud in front of the class. 2). The teacher must be careful not to choose the shyest students. 3). The teacher must be able to create supportive atmosphere in classroom. 4). The teacher gives the students take time to rehearse their dialogue before they are asked to perform it in front of class. 5). The teacher pays attention to stress, intonation, and speed. 6). The teacher ensures that the activities are suitable for teaching language.

According to Thornbury (2005, p.125), the most commonly used spoken test types are 1). Interviews, these are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task while individuals are called out, one by one, for their interview. 2). Live monologues, the candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates’ ability to handle and extended turn, which is not always possible in interviews. 3). Recorded monologues, these are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologue are not. 4). Role-plays, most students will be used to doing at least simple role-plays in class. So the same format can be used for testing. The other ‘role’ can be played either by the tester or another student; but again, the influence of the interlocutor is hard to control. 5). Collaborative tasks and discussions, these are similar to role-plays except that the learners are not required to assume a role but simply to be themselves.

Table 2.1 Oral Proficiency scoring categories (Brown, 2001, p.406-404)

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting it	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed	(No specific fluency description. Refer to other four language areas for implied level of fluency).	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
	<p>speaks his language.</p>		<p>speech, repetition, or paraphrase.</p>			<p>(Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time).</p>
II	<p>Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.</p>	<p>Has speaking vocabulary sufficient to express himself simply with some circumlocutions.</p>	<p>Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).</p>	<p>Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.</p>	<p>Accent is intelligible though often quite faulty.</p>	<p>Able to satisfy routines social demands and works requirements; needs help in handling any complication or difficulties.</p>
III	<p>Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.</p>	<p>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.</p>	<p>Comprehension is quite complete at a normal rate of speech.</p>	<p>Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.</p>	<p>Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.</p>	<p>Can participate effectively in most formal and informal conversation on practical, social, and professional topics.</p>
IV	<p>Able to use the language accurately on all levels</p>	<p>Can understand and participate in any conversation</p>	<p>Can understand any conversation</p>	<p>Able to use the language fluently on all levels</p>	<p>Errors in pronunciation are quite rare.</p>	<p>Would rarely be taken for a native speaker but</p>

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
	normally pertinent to professional needs. Errors in grammar are quite rare.	within the range of his experience with a high degree of precision of vocabulary.	within the range of his experience.	normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.		can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully acceptable by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

In oral production task that are open-ended and that involve a significant level of interaction, the interviewer is forced to make judgments that are susceptible to some unreliability (Brown, 2005, p. 171-173). These description come from an earlier version of the oral production in the six categories indicate above.

According to Lado (1961, p.240), speaking ability is to describe as the ability to express oneself in life situation, or the ability to converse, or to express a sequence of ideas fluently. It means that speaking ability is when someone must express their ideas systematically and orderly. So, someone knows the phonological system or grammatical system.

According to Lozanov (1982, as cited in Xue, 2005) suggestopedia adopts a carefully structured approach, using four main stages as follows: 1). Presentation, presentation is the basis of conducting Suggestopedia in class successfully. The main aim in this stage is help students to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. Desuggestion and suggestion happen at this stage at the same time. 2). First Concert – “Active Concert”, this involves the active presentation of the material to be learnt. For example, in a foreign language course there might be the dramatic reading of a piece of text, the use of extended dialogues, and often several pages in length, accompanied by vocabulary lists and observation on grammatical points. Typically these dialogues will be read aloud to students to the accompanied by classical music. 3). Second Concert – “Passive Review”, the students are now invited to relax and listen to some Baroque music, with the text being read very quietly in the background. During both types of reading, the learners will sit in comfortable seats, armchairs rather than classroom chairs, in a comfortable environment. After the reading of these long dialogues to the accompaniment of music, the teacher will then make use of the dialogues for more conventional language work. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material. The students then, make and practice dialogues after they memorize the content of the materials. 4). Practice, the use of a range of role-plays, games, puzzles, etc. to review and consolidate the learning. Here is an example of teaching speaking using role-play:

The research of Priyatmojo (2009) entitled Suggestopedia as a Method for Teaching Speaking for Young Learners in a Second Language Classroom and Ng Siew Hua (2001) entitled Effects of Suggestopedia on the Critical Thinking Skills of Selected Malaysian form two students. The conclusion are suggestopedia has elements that can be used successfully to teach speaking for young learners and has a positive and consistent effect on this group of form two students' critical thinking skills immediately after treatment

3. METHOD

There are two variables dealt by the researcher. They are independent variable (x) and dependent variable (y). The independent variable is the application of Suggestopedia teaching method, while dependent variable is the students' speaking ability.

The respondents are taken from grade eleven of SMA ADIGUNA Bandar Lampung. The pre-test and the post-test are administered to find the statistical differences between both variables. Instruction treatment is applied to find out the result of the post test.

Population of this research is the second semester students at grade eleven of SMA ADIGUNA Bandar Lampung which consists of 211 students in 6 classes. Purposive sampling is used to get the sample. Only 20 students are applied in this inquiry consists of 10 students in experimental group and 10 students in control group.

Research instrument in this research uses interview test to know the ability of students' speaking consists of 10 questions in five levels. They are warm-up, level check, probe, and wind-down. For collecting the data, the researcher uses pre test, treatment, and post test.

The results of the tests of the experimental group and the control group statistically are analyzed using t-Test two groups design. The equation of t-Test two groups design is presented as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Descriptions:

- df : (Nx + Ny - 2)
- Mx : Mean of control group
- My : Mean of experimental group
- X : Deviation of X₁ and X₂
- Y : Deviation of Y₁ and Y₂
- N : Total number of subjects

It is conducted to find out whether any effect of the application of Suggestopedia teaching method towards students' speaking ability at grade eleven of SMA ADIGUNA Bandar Lampung.

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