

The Use Of Suggestopedia Method To Improve Student's English Speaking Skill

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Abstract

Suggestopedia involves conditions that the learners need. Teachers together with learners build an exciting and innovative learning atmosphere, by encouraging a learning atmosphere that does not make learners feel bored and developing interactive communication between learners and between teachers and learners. This study aimed to improve students' English learning achievement using the suggestopedia method in class XI, even semester students in the 2023/2024 learning year. This research was conducted at SMA Tanjung Priok, North Jakarta. The research method used is classroom action research, which includes three cycles and four stages: planning, acting, observing, and reflecting. The research subjects were 34 students in class XI IPS 1, and data was collected through tests, interviews, and observations. The results showed that there was an increase in students' speaking skills when using the suggestopedia method. This is evidenced by the results of the percentage of students who increase in each cycle. The interviews conducted with students concluded that learning English using the suggestopedia method can help students improve their English speaking skills and make them feel comfortable when learning is carried out. It can be concluded that learning speaking skill using the suggestopedia method can improve learning outcomes in learners.

Keywords: Classroom action research, speaking skill, suggestopedia method.

1 INTRODUCTION

The development of speaking skills in everyday problems is part of the learning process. Language is a tool for communicating with others. Communication is a fundamental part of everyday life. Communication will be achieved well if the purpose of the language is to follow the situation's circumstances. There are four basic skills: listening, speaking, writing, and reading. Speaking skills not only produce utterance but also produce the meaning, purpose, and message to be delivered (Zarifah, 2020). The use of speaking skills can help find out someone's intentions and goals without having to think about them. Speaking skills are one way to convey opinions and thoughts in and outside the classroom. English is also essential in the field of work because it is used as a means of business communication when entering the global workplace. Speaking is an activity when someone communicates with other people, and it has become part of our daily activities when somebody talks, interacts, and uses language to express ideas, feelings, and thoughts (Julfikar, 2020). Speaking skills are not just a part of language learning but a practical tool in daily activities, ensuring smooth communication and understanding. Speaking is one of the important skills in developing students' progress in learning a second language or foreign language. Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2004). So that information can be conveyed properly,

speaking skills must be possessed properly. Therefore, speaking skills must be trained frequently so that it does not become an obstacle for someone to communicate.

Based on teaching and learning activities at SMA Tanjung Priok North Jakarta in class XI IPS 1, many students have a lack of speaking skills, especially in English; the students seemed to be having problems with their pronunciation and a lack of knowing how to say words in English. This can be caused by a less supportive atmosphere in learning English, laziness, lack of confidence, students' feeling intimidated, and students' disinterest in learning English. According to the problem above, the researcher tried to use Suggestopedia as a method to improve students' speaking skills. The suggestopedia helps students improve their speaking skills with imaginary figures played by students and interesting teaching materials, including the use of classical songs. Suggestopedia was developed by the Bulgarian Psychotherapist Georgi Lozanov in 1970.

Suggestopedia is a teaching system that makes use of all the possibilities tender suggestions can offer (Lozanov, 2005). This method can foster a sense of pleasure in students, with the characters played by students, including the use of classical songs. Students can foster a sense of cooperation among themselves as they can help each other absorb the lessons they receive. Suggestopedia is an innovative teaching method designed to boost student motivation and involvement in class, in particular, to help students develop excellent communication skills and students as a center that fosters a joyful and easy learning atmosphere (Dini et al., 2023). This method allows students to learn the language while sitting in a comfortable and fun classroom environment. This method is applied with an attractive teaching design and atmosphere during the learning process, helping students feel comfortable and happy in speaking activities (Ardianus, et.al, 2023). One of the objectives of this method is to create a classroom environment for students and make students not feel burdened when learning English. Some characteristics of the suggestopedia method include decoration; classroom decoration should be attractive, and classroom conditions should be pleasant for students to reduce boredom. Decorations can include wall pictures and posters related to the material. This should increase students' sense of interest and make students comfortable during learning. Furniture: Using the appropriate furniture and making students comfortable during learning. Use appropriate tables and chairs and a clean whiteboard. Using the best furniture is one of the characteristics of the Suggestopedia method; using good furniture supports learners to stay comfortable in learning. Arrangement of the classroom: The classroom is arranged in such a way as to make students comfortable, for example, by arranging chairs in the classroom. Chairs can be arranged more interestingly, depending on the teacher's creativity. The teacher can arrange the classroom freely so that students can relax and enjoy. The use of music: The most essential aspect of the Suggestopedia method is the use of classical music. Classical music is useful for students' therapy because it influences feelings and focuses on learning. Creating a positive emotional and mental state when receiving learning materials.

Many people believe that listening to music while studying can boost their study efficiency, and there are many types of music to consider while studying (Nan Chen, 2024). Some people listen to music while studying, and this happens because when listening to music while studying, they feel more focused and more comfortable. The use of classical music can make learners feel comfortable. The selection of classical music must be appropriate, so that comfort can occur properly so that students can get a feeling of calm. One of the most popular forms of classical music is Mozart's classical music. Mozart's music can stimulate and energize the human brain to be creative and motivational (Satrio, 2019). Mozart's classical music has a positive impact in stimulating the growth of brain function and providing a comfortable atmosphere in the classroom so that students can concentrate. There are three characteristics of classical music; the first characteristic of classical music is systematic, designed according to the flow to produce the appropriate tone; the second has a smooth melody, the melody is reminiscent of coolness and peace; the third is simpler harmony, and the use of ornaments that are not excessive, using dynamic transitions from soft to hard and from hard to soft, tempo changes with acceleration or slowing down, and

the use of three-tone chords. This effect of music, also known as the Mozart Effect, helps improve concentration and memory-strengthening abilities. The rhythms, melodies, and high frequencies in Mozart's music can stimulate and energize the human brain to be creative and motivated. Therefore, researchers conducted research using the Suggestopedia method to improve student's English speaking skill at SMA Tanjung Priok.

2 RESEARCH METHODS

The researcher used the qualitative method of Classroom Action Research (CAR) in this research. Classroom action research is conducted in four steps: planning, acting, observing, and reflecting. Planning is the plan for acting, starting from how the action will run, when the action is carried out, where the action will be carried out, who will carry out the action, what the purpose of the data action is, and why the action is carried out. Action is the process of implementing plans made and collecting data that will be examined, and then the results will be applied to the teaching process. Observing is the process of observing and analyzing data, observing the plans that have been designed, and then analyzing the obstacles that occur. Reflecting is contemplating and examining the action carried out more deeply based on the data obtained during the action.

The implementation of the method was carried out in three cycles, where each cycle consisted of four stages. The subject of this research was class XII IPS 1 at SMA Tanjung Priok North Jakarta, which consisted of 34 students. Data collection was carried out using observation, interviews, and tests. In Cycle 1, the researcher asked learners to describe famous people, or family, and friends. After that, they went to the front of the class to present the descriptions that had been made individually. Next, in Cycle 2, the learners were asked to describe animals or plants that they know, according to the linguistic rules. In Cycle 3, learners were asked to describe historical or famous places they knew, and learners individually came to the front of the class and explained the descriptions they had made.

3 RESULT AND DISCUSSION

The research conducted classroom observations and interviewed the English teacher and the students to identify the problem with the teaching and learning process of speaking. Based on the observations, when the teacher teaches, the teacher only provides material, explains the material briefly, and gives assignments. Teachers often give speaking practice in the classroom, but the students speaking performance is low. They did not know how to speak correctly and use the correct pronunciation. Using unattractive media makes students feel bored and unenthusiastic when learning English. They have difficulty finding appropriate words to express their ideas and lack confidence.

After conducting research, the researchers got results based on the problems. The researchers conducted research in three cycles, and each cycle was divided into two meetings. The subject of this research consists of 34 students XII IPS 1 SMA Tanjung Priok.

3.1 Results of Cycle 1

Below are the results of cycle 1 in the learning process of English speaking skills using the suggestopedia method.

The researcher entered the class, greeted and introduced herself to the learners, and briefly motivated them to focus on learning. Next, she checked the learners' attendance list by asking them to stand up and introduce themselves using English. The researcher explained the meaning of speaking skill through the suggestopedia method. The researcher presented the descriptive text in PowerPoint. The researcher explained the material about

descriptive text, including social function, generic structure, and grammatical language. Also, the researcher explains the suggestopedia method. Then, the researcher explained the material by describing a famous person and playing classical music. After that, the researcher asked the students to describe a famous person, family, or friend on paper; they did it while listening to the music the researcher played. Then, each student went to the front of the class to explain the results of their work. The researcher asked questions related to the learners' descriptions, and the learners responded to the questions. After that, The researchers told the students about the mistakes and repaired them. Then, the researchers and students concluded the material together. The researcher gave information about the material for the next meeting and closed the meeting by praying. The table below shows the results.

Table 1. Test result of cycle 1

No	Completeness	Total of students	Percentage
1	Pass	16	47%
2	Failed	18	53%
Average			71,05

In these steps, the collaborator and the researcher observe the teaching and learning process by monitoring all activities that happen in the classroom. The first meeting on cycle 1 gradually ran well; when the researcher explained the material, the students mostly paid attention, although some students enjoyed themselves. The students looked interested when the researcher used the suggestopedia method in the learning process. When the researcher used classical or soft music in the learning process, the students were interested in it. From the table, it can be seen that 16 students, 47%, are able to reach KKM, and 18 students, 53%, have not been able to reach KKM. The researcher found their pronunciation wrong; most had limited vocabulary and needed to be more fluent, and some students were still less able to speak English. When the researcher explained the material, the students mostly paid attention, although some students enjoyed themselves. Students show interest in learning using the suggestopedia method, especially when researchers play classical or soft music during learning. Based on the previous research, the low skills of students are due to aspects of speaking that are not followed by students, such as errors of grammatical, did not tell/express their opinions of the text in English, the students' lack of vocabulary and sometimes missing with others and the students was error to pronounce the words in the text. To fix those problems in cycle 1, the researcher had to increase students' motivation by giving them more attention and pushing them to be more confident in speaking English.

3.2 Results of Cycle 2

This section contains the results of the post-test in cycle 2. In this step, the researcher made a lesson plan based on the syllabus, lesson material about a descriptive text in PowerPoint, instrument tests, interview sheets, observation sheets, and post-test instruments. The researcher arranged the lesson plan to teach speaking practice and prepared the lesson material about describing text animals or plants. Based on the previous cycle, the researcher would like to improve the planning stage for better student results. The researcher entered the class, greeted the students, and checked their attendance before starting the learning process. The researcher then reviewed the previous material about descriptive text and asked some questions related to discussing descriptive text through the suggestopedia method. The researcher explained the suggestopedia method and its purpose. Then, the researcher played soft music in the background. Then, the researcher started learning about animal descriptions by playing online games through the projector. Learners were divided into four groups according to the order of the table rows. In the next game, each group chooses one animal and one plant to describe, and the other

groups will guess the answer. After the game, learners were asked to come to the front of the class and describe the animals or plants they knew by paying attention to the descriptive language structure. The researcher asked what difficulties the learners faced when describing the animals or plants they knew. The researcher asked about students' responses to learning by using soft or classical music. The lesson was closed by reading a prayer. The table below shows the results.

Table 2. The test result of cycle 2

No	Completeness	Total of students	Percentage
1	Pass	21	62%
2	Failed	13	38%
Average			72,70

In this step, the students' participation increased compared to cycle 1. In this cycle 2, target achievement increased with an average score of 72,70. In cycle 2, 21 students reached the minimum standard score (KKM), but 13 students still needed to achieve the target. Learning went well, although some students were required to pay more attention and were afraid to speak. Based on the data above, 62% of students passed, and 38% of students failed. The students were able to perform the practice competently and confidently. The researcher found that the students' results still need to be higher and that they must work harder to improve their speaking skill in the next cycle. This needs to be evaluated to be improved in the next cycle, so from there, the researcher and the collaborator further discussed the learning process that would be carried out at the next meeting.

3.3 Results of Cycle 3

This section contains the results of the post-test in cycle 3. The researcher arranged the lesson plan to teach speaking practice and prepared the lesson material about describing text a famous place or historical places. Based on the previous cycle, the researcher would like to improve the planning stage to get better results for the students. The researcher entered the class, greeted the students, and checked their attendance before starting the learning process. The researcher then reviewed the previous material about descriptive text and asked some questions related to discussing descriptive text through the suggestopedia method. The researcher explains the material by describing famous places or historical buildings while playing soft music in the background. Then, the researcher asks what famous places the learners know and what characteristics make them famous. Learners answer by raising their hands and using English. After that, the researcher asked students to describe a well-known place or historical building they knew and then explain it in front of the class by paying attention to the language structure of descriptive text. Next, after all the students come forward. Researchers and students play word search games using online games; students who successfully complete the word get a small prize from the researcher. The researcher asked about the problems faced by students while learning to speak English, how students responded to learning by listening to soft or classical music, and whether students felt more confident in speaking English. The lesson was closed with prayer. Results can be seen in the table below.

Table 3. The test result of cycle 3

No	Completeness	Total of students	Percentage
1	Pass	30	88%
2	Failed	4	12%
Average			80,20

Table 3 shows a good increase compared to the previous cycle. In this stage, learners seemed to feel more relaxed learning with the addition of overtime music. There was a significant increase in this cycle. The percentage 88% of students passed, and 12% of students failed. The results from the post-test were given with an average of 80,20, where 30 students passed and 4 students failed. Their enthusiasm has increased, and they do not feel afraid when they have to speak English. Their vocabulary has developed enough, and their fluency when describing the given task has improved well. The students felt they enjoyed learning English and were interested in it. The suggestopedia method can improve students' speaking skill, increase students' interest in learning English, give them motivation, and increase enthusiasm for learning English. This is because the suggestopedia method provides students with comfort in learning so that students feel not afraid and burdened when English learning is carried out, especially in learning speaking skill. The researcher also interviewed the students about learning using music or the suggestopedia method. When learning English, the students feel enjoyed and interested and get some new vocabulary from the songs. This research was carried out up to 3 cycles, after which the researcher interviewed one of the learners with a significantly increased score.

After conducting the classroom action research, the researcher analyzed the steps in three cycles. The researcher decided that each cycle showed a good improvement in students' speaking skill. It can also be seen that students have increased enthusiasm and interest in learning English, which means that learners need suitable media to stimulate their interest in learning English. Therefore, applying the suggestopedia method in teaching speaking can improve students' speaking skill. This can be supported by the results of observations made by researchers of students during the learning process. In addition to observations, researchers also conducted interviews with students, during which students said that they enjoyed and were interested in learning using the Suggestopedia method because they can learn more actively. The students also noted that the suggestopedia method can make them excited and feel very enjoyable learning English. English speaking skill activities using fun methods make them feel fearless and confident when speaking English. Percentage of cycle 1, cycle 2, and Cycle 3 From the diagram above, this classroom action research using the Suggestopedia method in teaching speaking at SMA Tanjung Priok in Eleventh grade was a success. In the first cycle, the average obtained from the test results given was 71.05; in the second cycle, it was 72.70; and in the third cycle, it was 80.20. It can be seen that the average obtained from the test results increased quite well, and the percentage of students who successfully exceeded the KKM in cycle one was 47%, in the second cycle 62%, and in the third cycle 88%. The improvement is not only in the test results given to students, but also in the motivation of students in learning, where students carry out learning with enthusiasm and focus on the explanation given by the teacher so that students become active in learning, and their attitude during the explanation of the material provided. The students experienced an improvement in speaking skill, such as an increase in vocabulary they got. The students were also interested in learning to pronounce some vocabulary. Finally, from this explanation, it can be concluded that the action hypothesis is accepted. Suggestopedia method can improve students' speaking skill in Eleventh-grade students of SMA Tanjung Priok from an increase in students' speaking skill scores and motivation in the teaching-learning activities

4 CONCLUSION

Based on the results, the researcher can concluded that students' motivation in learning English increased, students learned enthusiastically and focused when the teacher explained the material. Students became active during learning and their attitude when the explanation of the material was given. Students' vocabulary increases and their speaking skill improve by using the suggestopedia method, increasing students' courage

in speaking English without fear of being wrong in pronunciation. The students were also interested in learning to pronounce some vocabulary. The results of this study are the students' speaking skill improved very well, this can be proven by the students' scores which increased in each cycle. an increase in the mastery of vocabulary, grammar, comprehension, pronunciation, and fluency in students very well. In addition, there is also an increase in the motivation and interest in learning of students, as well as students' confidence in speaking English. The application of suggestopedia method in learning speaking skill where students feel comfortable and increase motivation and courage in students by using music media that students like. The researcher interviewed the students, and from the interview, the students enjoyed improving their speaking skill through the suggestopedia method because they could learn more actively and have fun. Finally, they can understand the material when it has been explained because they consider that the material will be more interesting with this method. Related to the interview result with the teacher and the student's response about the implementation, the suggestopedia method would be an alternative way in the teaching and learning process.

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