


PROSIDING

**SEMINAR NASIONAL DAN *WORKSHOP*
IMPLEMENTASI KURIKULUM 2013 GURU SEKOLAH DASAR
Bogor, 15 Februari 2014**



**PRODI PENDIDIKAN GURU SEKOLAH DASAR (PGSD)
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN**



**LEMBAGA PENELITIAN DAN PENGEMBANGAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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IMPROVING STUDENTS' SPEAKING SKILL THROUGH SUGGESTOPEDIA

By: Lestari Sukartiningsih, Iyan Irdiyansyah

ABSTRACT

Students always find it difficult to speak when they are learning English. It is caused by their low self-confident. One of ways to make them to be self-confident is teaching speaking through Suggestopedia. The aim of the research is to investigate how Suggestopedia improve students' speaking skill. The participant of this research are the first grade students of Islamic Senior High School of Al-Mizan Rangkasbitung Lebak Banten. The method of the research is classroom action research (CAR) method. It was done in two cycle processes. After giving the treatments, the result shows that in the first cycle there were only 30% students who got good scores, and the second cycle there were 30% got very good scores and 63% got good scores. It means that suggestopedia was an effective method to improve students' speaking skill.

Keywords: Classroom Action Research, Suggestopedia, Speaking Skill

INTRODUCTION

English becomes a need of Indonesian people. It is learnt in all institutions from play group up to university level. English is increasingly being used as a tool for interaction among non-native speakers. Well over one half of the one billion English speakers of the world learned English as a second language (Brown, 1994:122). Moreover, it is used as a medium in teaching learning process even used as daily conversation. Unfortunately, it does not encourage the students to be active and confident to speak English in the class.

Most of them are afraid and shy to make mistake. Therefore, this phenomenon must be treated by suitable technique in order that the students' trouble can be solved.

There are various techniques and ways used to encourage the students to be active in speaking. One of the appropriate techniques that can be used to overcome the barrier is suggestopedia. According to (brown 2004:27); suggestopedia was a method that was derived from Bulgarian psychologist Georgi Lozanov (1979)

contention that human brain could process great quantities of material if given the right conditions for learning, among which are a state of relaxation and giving over of control to the teacher.

Based on the research done by BBC international Bogor in 2005 suggestopedia encourage the students to speak at the significant level of 0.05. In addition, more than 70% of the students consider the suggestopedia help them and speak English. It means that suggestopedia has a positive influence in their speaking. Moreover, suggestopedia offers different style and interesting technique where music and comfortable classroom become the main point. As harmer (2001:89) stated in his book the practice of English language teaching; "Suggestopedia sees the physical surroundings and atmosphere of the classroom as of vital importance, by ensuring that the students are comfortable, confident, and relaxed".

The method is hoped to be able to encourage students to be active in speaking English in the classroom. The aim of

conducting the research is to investigate how suggestopedia improve students' speaking skill and it is focused on the usage and the application of the suggestopedia.

The reason of choosing the topic is that students do not comfort and do not feel relaxed in their learning event the students are afraid to make mistake and shy to speak English in the classroom. This phenomenon is also stated by the English teacher of the school. Furthermore, to improve students' speaking skill, suggestopedia will be used as the treatments. Dr. Georgi Lonazov used suggestopedia to make his learners totally relax, open, and receptive to what they are learning. Moreover, this method also has already approved at BBC International Bogor, it is used to improve their speaking skill.

RESEARCH METHODOLOGY

The research is conducted at Islamic senior high school of Al-mizan Rangkasbitung Lebak Banten. It is located on Jl. Jendral Sudirman km. 3 Ancol Narimbang. There are sixty students in the first grade which are divided into two classes, A and B. Each class consists of thirty students. The students of class A were chosen as sample.

Classroom action research is done to know that students' speaking skill can be improved by suggestopedia. Two cycle processes will be used in this research and each cycle consist of planning, acting/observing, and reflecting.

RESEARCH FINDINGS

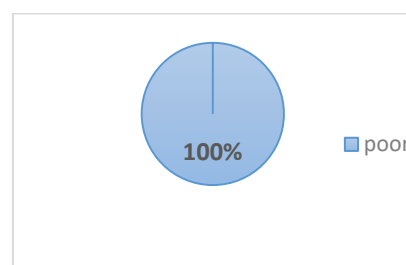
The data of the research are gained from two cycle processes. In this research pre-test is given before starting the treatment to know the students' speaking skill. The pre-test score shows that their speaking is poor, because the score is below the standard (<70).

In all cycles, suggestopedia is applied as the treatment. There are twice treatments for each cycle. In the 1 cycle, instrumental music (Pete Robertson) is used as the treatment. The material that is given to the students is about the expression of offering and replay. Then, post-test is accomplished to know the students' speaking improvement. The result of the post-test shows that student speaking scores get better, it means that there are some improvements of their speaking skill. However, from thirty students there only nine of them who increase their speaking skill. It indicates that the treatment should be continued to the next cycle.

In the 2nd cycle, instrumental music (Ray Watson) is used as the treatment. This time, the students are taught about preposition of place. To measure the changes of the students score between 1st cycle and 2nd cycle, the post test is done. The result of 2nd cycle post-test shows a great improvement of students' speaking score. The score of the pre-test on the 1st cycle are below the standard, because their scores are less than 70. The score is taken from the following formula;

$$\text{Score} = \frac{\text{Raw Score} \times 100}{\text{Max Score}}$$

There are some reasons why the students get low scores, because they are afraid of making mistake, not confident to express their ideas and cannot respond their pairs automatically. From the pre-test activity, the data is required to show the students' speaking skill before the treatment, see the following chart;



In the 1st cycle, the treatment are done in several steps, they are; plan, action/observation and reflection. From the post-test result, only nine students from thirty students who follow the treatment get good score, the rest of them have not reach the standard.

From thirty students (100%), there 9 students (30%) who get good criteria and 21 students (70%) who get fair criteria. Based on the result of post-test scores on the first cycle, there is an improvement of students' speaking skill after the treatment unfortunately, only some students who get good score and the rests are still below the standard. Therefore, new effective treatment must be planned to apply in the next cycle.

The 2nd cycle is done to find out whether suggestopedia improves the students' speaking skill. Speaking task and the treatment are given to them. The diversity is the instrumental music and the material applied in the cycle process. The finding of the treatment found that by giving different instrumental music on the treatment process, the students' speaking score could improve from the previous cycle. From thirty students (100%), there are 10 students (33%) who get very good criteria, 19 students (63%) who get good criteria and 1 students (4%) who get fair criteria.

Besides gaining the data from students' work, the data from questionnaire is also gotten. The questionnaire is given to the students after every cycle processes ended. Based on the questionnaire result, is found that 50% of the students are interested in speaking, 36% are interested in listening, 10 % of the students are interested in writing and the rests are interested in reading. The result can be seen in the following table:

The result of questionnaire on the 1st cycle

No	Language Skill	Answering Frequency	%
1	Listening	11	30%
2	Speaking	15	50%
3	Reading	1	14%
4	Writing	3	6%

The result of questionnaire on the 2nd cycle shows that most of the students are interested in speaking subject. As much as 50% of the students interested in speaking and the rest 30%, 14%, and 6% are interested in listening, reading and writing respectively. The result shows in the following table:

No	Language Skill	Answering Frequency	%
1	Listening	9	30%
2	Speaking	15	50%
3	Reading	4	14%
4	Writing	2	6%

In addition to the data above there are still some aspects that the students observed. On the 1st cycle when they are asked about the atmosphere of classroom, almost 80% of the students agree and enjoy speaking practice because during teaching learning process instrumental music (Pete Robertson) and games are used as treatment. Besides, the classroom is very comfortable. On the 2nd cycle, as much as 90 % of the students enjoy the teaching learning using suggestopedia. In addition, instrumental, music, games and new materials are also presented in this cycle. The result show the treatment encourages the students to speak better. From the questions of the questionnaire which relate to the application of suggestopedia given to the students on the first cycle, 70% students said that their speaking skill has improved. They feel more confident so they can speak more relax. Additionally, the questionnaires were given to the students in the end of

second cycle treatment. The result is about 80% students agree that suggestopedia encourage them to speak English. It means that suggestopedia encourage them to speak English. It means that there is an increase about 10% from the 1 cycle questionnaire.

To add the information that suggestopedia works well there some data gain from the observer. The observer comments that the preparation which includes room, students, and brainstorming on the first cycle are good enough. The observer says that the material is suitable enough for the students' knowledge. Moreover, the observer says that the teacher speaks English well to encourage the students to participate in the teaching learning process. Then, the management of the class is commented by the observer as follow. The teachers manages the class well, for example, arrangement of the seat, usage of the technology, and respond students' participation, the observer also gives some comment on the closing of teaching and learning process which includes drawing conclusion, reflection, and evaluation were good enough. All aspects are considered good enough by the observer.

On the second cycle, the observer still observe the preparation and teacher's activity. The observer comments that the preparation and the main activity in the teaching learning process are good and even almost excellent. According to data descriptions from the result of the pre-test, it is found that most of the students' score are still low. From the post-test of the first cycle, it show 9 students who have reached the standard score (70). It means that the treatment for the next cycle should be continued. Having the result in the second cycle, it is found that most of the students can improve their speaking skill. It is indicated by there are 10 students who get very good criteria, 19 students who get good criteria, and the rest who get fair. It means

the treatment through suggestopedia can improve students' speaking skill.

Based on the students' interest on the English language skill, speaking subject is the English skill that the students like most. There 50% are interested in speaking and the rest 30%, 14%, and 6% are interested in listening, reading, and writing respectively. In the other words, the treatment of the cycle process improves the students' speaking skill. From the whole data, it can be concluded that the action research found the significant applied has improved the students' speaking skill.

DISCUSSION

Learning language means mastering language skill. The main purpose in learning a language is speaking. Unfortunately, students find some obstruction to speak. They are shy and afraid of making mistakes. Consequently, their speaking skill is not improved. Speaking is the important components of language; it becomes a basic in language learning. Nunan (1991:39) states "speaking is the single most important aspect of learning foreign language and success is measured in terms of the ability to carry out a conversation in the language". It means conversation becomes a measurement of language learning.

Students are required to practice more and perform their English in the form of discussion or debate. It is in line with harmer (1998:87) who states "speaking is almost always an active exercise. In addition, brown (2004:140) says "speaking is a productive skill that can directly and empirically observe". It means speaking is the skill that can correct by the observer or the teacher. Thus, speaking is productive skill which is able to measure through teaching learning process.

Speaking English practice will help students active in the classroom. Besides, atmosphere of the classroom has big influent in teaching learning process, if the

atmosphere of the classroom is not comfortable they will not encourage being active but if the classroom is comfortable the students will much more active and confident to speak. It is supported by Harmer (2007:123) who states "providing rehearsal opportunities to practice speaking English using speaking tasks in which students try to use all of the language they know". Suggestopedia was developed by Dr. Georgi Lozanov of the Institute of Suggestology in SIIA, Bulgaria. He said that suggestopedia is a philosophy of learning and teaching that arouse strong enthusiasm. Suggestopedia will be used as a treatment to improve their ability to speak and act in the classroom. It is believed that suggestopedia is able to stimulate the students' brain to learn as relax as possible.

Moreover, suggestopedia has features that make the students more relax and comfortable in their learning. The teacher will engage the students interact with each other and overcome their barriers in learning. Harmer (2001:89) states "A feature of suggestopedia is referred to as "infantilisation"; that is the teacher and students exist in a parent-children relationship to remove barriers to learning."

Suggestopedia will encourage the students to optimize in learning; it will eliminate negative feeling toward the study and help them overcome the barriers to learning. Larson –Freeman (2000:73) Views: "the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful, and to help them overcome the barriers to learning. Suggestopedia also will remove students' barriers in the learning English. It is supported by Harmer (2001:89) who states "suggestopedia sees the physical surrounding and atmosphere of the classroom of vital importance. By ensuring that students are comfortable, confident, and relaxed". The statement explains that a

big influence of atmosphere of the classroom. Thomas and Malah (1987:82) say "suggestopedia make the learners totally relaxed, open, and receptive to what they are learning".

Suggestopedia can be used in variety of other typical classroom activities, as Brown (1994:61) says: "in application of suggestopedia, Lozanov and his followers experimented with the presentation of vocabulary, reading, dialogues, role-plays, drama and a variety of other typical classroom activities".

The classroom activities which has stated above will be presented to treat the students' barriers. Richards and Rodgers (1994:143) say "Lozanov believes most learning take place in relaxed but focused state". In other words, suggestopedia is a method which able to improve students' skill by using comfortable places to get students concentration with states the focus of the material. Suggestopedia begins with a learning situation such as comfortable seating and pleasant classroom decor play. The material of authentic suggestopedic course consists principally of dialogues. According to Thomas and Malah (1987:82) there are set technique for handling of these dialogues in the classroom: first, the teacher reads the text of the dialogue and the students follow in their books.

The teacher answers any question the students may have about the dialogue, and this question-and-answer session is conducted in the native language. Second, the students put their books aside and sit back comfortably in their chairs as the teacher reads the dialogue again. This reading is done in a very particular, modulated way. Next, the third reading by the teacher is accompanied by carefully chosen classical music. The students are still seated comfortably in their chairs, and do not refer to their books. And the last, various kinds of exploitation of the dialogue, oral

and written exercises of the kind used by language teacher everywhere. To get the result, the students are tested in every post-test by using the five components of oral proficiency test scoring categories, such as pronunciation, fluency, comprehension, vocabulary, and grammar. Maximum score for every criterion was 5, the total score was 25. If the application of suggestopedia done greatly, the students will feel enjoy and comfortable in their learning. Moreover, they are not afraid anymore but will be confident to speak English and intent in communication.

CONCLUSION

From the data analysis it was found that student' speaking skill is improved. The data got after two cycle processes. It is supported by the number of students who get good score (>70) ten students who get very good scores, nineteen students get good scores and the rest get fair. Additionally, suggestopedia is good to be applied to teach speaking. It is supported by the observer comment. It also supported by the students' interested in learning speaking through suggestopedia. Thus, it can be concluded that suggestopedia is an effective method to improve student' speaking skill.

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