

THE EFFECT OF SUGGESTOPEDIA IN VOCABULARY LEARNING TOWARDS INDONESIAN MADRASAH STUDENTS

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Abstract

The aim of this research is to improve students' vocabulary by Suggestopedia method where students can be more relaxed but stay focused in learning. This method is more to encourage students to have the suggestion that learning English is fun then, to find out where the students' vocabulary is using this method. The sample of this research is the eleventh-grade students in MA Daarul Quran Pajalele. The selected sample technique used is total sampling consisting of 16 students to learn English using instrumental music, stories, dialogue as one example of the suggestopedia method. This research is quantitative approach. The researchers use vocabulary test and multiple choice as vocabulary measurement tools known by students. Results of students' average scores before and after treatment, the mean score obtained by students in the post-test (85.94) is greater from the average grade of students in the pre-test (45.31). It is assumed that through this suggestopedia method very helpful to improve students' vocabulary.

Keywords: Suggestopedia, Vocabulary Learning, Madrasah Students

INTRODUCTION

Vocabulary is a total number of words with rules of combining them make up a language (A.S Hornby, 1987). Therefore, vocabulary is very important part of learning language. The more words you know, the more you will be able to understand what you hear, read, and better you will be able to say what you want, in speaking or writing. Therefore, we have to know the vocabulary as much as possible to express our idea in writing and oral form. Formerly and till today, many students learn vocabulary but through traditional method.

Vocabulary is made up of all the words and the rules for combining them (A.S Hornby, 1987). Therefore, Vocabulary is a crucial component of language learning. Knowing additional vocabulary will improve your ability to comprehend what you hear and read as well as your ability to express yourself verbally and in writing. In order to explain our ideas both orally and in writing, we need to be as familiar with the terminology as feasible. Many students even today and in the past study vocabulary by old-fashioned way.

The traditional approach typically involves looking up challenging words in dictionaries, then assigning students the task of memorization. They had trouble understanding or grasping the meanings of foreign terms, and they were sluggish when it came to learning new words. As a result, their vocabulary accomplishment was low. As a result, the teacher must locate material that will pique students' interests in vocabulary learning. There are so many different approaches to instructing students. The optimal strategy for raising students' learning achievement in English should be selected by the teacher. One approach is to use Suggestopedia.

Jack Richard and Rodger claim that Suggestopedia is a cutting-edge approach to teaching foreign languages that originated in Bulgaria (Jack C. Richard, 1992). Students that use the suggestopedia technique will feel that learning a foreign language is easier than they had thought.

The researchers discovered that some teachers in MA Daarul Quran pajalele continued to instruct English using a conventional manner. The students believed that English was one of the most challenging disciplines after mathematics and that their vocabulary was weak and restricted. As a result of the foregoing explanation, the researchers conceptualized "The influence of Suggestopedia to expand the student's vocabulary at Eleventh Grade of MA Daarul Quran Pajalele" as the subject of an experimental study.

Theory of Vocabulary

The whole quantity of words in a language, in Hornby's definition, makes up vocabulary. Ideas are represented by words (Hornby, 2000). People make use of them to clarify their ideas. To express meaning and to use receptive (hearing and reading) and productive (speaking and writing) abilities, one needs vocabulary. A powerful means of conveying meaning is vocabulary. In order to communicate in English, beginners frequently rely on the cumulative impact of individual words. According to the "Dictionary of Education," vocabulary is made up of content and function words that are thoroughly taught so that they form a part of a child's comprehension, speaking, and subsequently reading and writing vocabulary (Nurhikmah, 2015).

Regarding the definition of Suggestopedia provided by the Experts, there are several points of view. A contemporary approach called Suggestopedia was created in the 1970s by George Levanov, a doctor, psychotherapist, and educator from Bulgaria. Suggestology, a science that is concerned with the scientific study of the non-rational and/or non-conscious effect, is the source of Suggestopedia (Earl W. Stevick, 1976). Suggestopedia is the application of the study of suggestion to pedagogy. It was created to assist students in removing any bad associations or feelings they may have about studying, helping them to remove barriers to learning (Diane Larsen, 2000). Suggestopedia can help students develop their left and right brains to the fullest extent possible so they can focus and use their imaginations while learning.

Diane Larsen Freeman (2000) the technique and the classroom set up of suggestopedia are:

- a. Classroom set-up
The teacher should make the classroom optimistic during the teaching and learning process to instill in the students a positive outlook.
- b. Peripheral learning
The students give grammatical knowledge from classroom decorations like the poster on the wall. It is better for students to be exposed in the classroom or outside of it than to teachers for language input because it helps them learn many things immediately.
- c. Positive suggestion
It is the duty of the teacher to set up the suggestive elements in a learning scenario in a way that conveys a positive message, such as that the students are succeeding. It helps students develop a sense of self-belief and ease into the learning process without feeling under pressure.
- d. Choose a new identity
The students choose a target language name and occupation. As the courses continues, they have an opportunity to develop a whole biography about their fictional selves.
- e. Role Play
Students are asked to pretend become other character temporary with someone else and to perform they role play to create their own kinds in target language is relevant to the situation.
- f. Second concert (passive concert)
In particular, fulfills Williams in passive concert the students are creating their "fantasy" with closing their eyes; a relaxed; quiet place; and training the teacher with a pleasing voice by slow-paced presentation. It means that the students have comfortable but do not sleeping to create their imagination about the story that teachers read.

- g. Primary activation
The students playfully read the target language dialogue out load, as individuals or in group. They can exercise in front of the class with many expressions based on the dialogue like angrily, unhappily, cheerfully, etc.
- h. Creative adaption
The students participate various activities designed to help them learn the new material, to review and combine the learning. The activities include: 1) Singing 2) Dancing 3) Dramatization 4) Games.

RESEARCH METHOD

This research used quantitative method by using pre-experimental research. The design of the study was a plan on how to collect and process data that could be implemented to achieve the objectives. The population of this research was the students of the Eleventh Grade at MA Daarul Quran Pajalele. In this research, the researchers used total sampling. The researchers chose XI-IPA class of the Eleventh Grade at MA Daarul Quran Pajalele that consists of 37 students. Vocabulary test would be given to the students before the treatment. There were two tests in vocabulary test, they were pre-test and post-test. Pre-test would be given to the students at the first meeting to measure students' vocabulary achievement, the test was consisting twenty questions and then they were asked to answer some questions based on the vocabulary test. The purpose of the test was to know the students' vocabulary achievement before through Suggestopedia method. Post-test would be given at the last meeting to measure the students' vocabulary achievement after getting treatment. The test was same as in post-test.

The technique of collecting data would be done through these steps: a. Pre-test Before teaching vocabulary by suggestopedia method, the researchers gave a test to the students. Pre-test consisted of twenty items in the form of multiple choice to find out their vocabulary achievement before giving the treatments. The treatments would be given after the pre-test in the classroom. The researchers would conduct for eight treatments in 2x45 minutes in each treatment. After doing the treatment, the post-test would be given to the students. The result of pre-test and post-test would be calculated in order to measure whether the students get progress in vocabulary by Suggestopedia method.

The data will be collected through the tests. To calculate score and to find out the significance difference of students' score the data would be analyzed by using SPSS. Then, it would be analyzed by employing statistical calculation to test hypothesis, the following formula will be used :

- a. Scoring the students' correct answer male and female students'

$$\frac{\text{correct answer}}{\text{total number of items}} \times 100$$

- b. Comparison of result of the text to know whether using direct method can increase vocabulary mastery or not. Classifying the students' score into following criteria :

Tabel 1. Classifying the students' score

| No | Score | Classification |
|----|---------------|----------------|
| 1 | 81,00-100,00 | Excellent |
| 2 | 61,00-80,99 | Good |
| 3 | 41,00-40,99 | Fair |
| 4 | 21,00 – 40,99 | Low |
| 5 | 0 – 20,99 | Very Low |

FINDING AND DISCUSSION

Findings

The rate of percentage of the students' score in the pre-test and post-test presented below :

a. Pre Test

Table 2. "The Frequency and Percentage of Students' Score in Pre-Test

| No. | Interval Score | Classification | Pre Test | |
|--------------|----------------|----------------|--------------|-------------|
| | | | Frequency | Percentage |
| 1. | 81,00-100,00 | Excellent | 0 | 0 |
| 2. | 61,00-80,99 | Good | 0 | 0 |
| 3. | 41,00-40,99 | Fair | 7 | 43,8% |
| 4. | 21,00 – 40,99 | Low | 9 | 56,2% |
| 5. | 0 – 20,99 | Very Low | 0 | 0 |
| Total | | | 16 | 100% |
| Mean | | | 39.25 | |

Table 2 shows that among 16 students, there were 7 (43,8%) students get fair score, 9 (56,2%) students get low score but none of them get Excellent and good score. It can be seen that most of students get poor and enough score. It can be stated that the students' vocabulary achievement before giving treatments using Suggestopedia method were still poor.

After giving pre-test the students gave treatment. The researchers took six meeting in treatment and 45 minutes every meeting. The first treatment, the researchers played classical music to the students, introduced students about suggestopedia method and vocabulary, after that the researchers explained about suggestopedia and vocabulary, for the first treatment the students was still confused and some students there are still some who do not understand of the material. The second treatment, the researchers divided the students in 5 group, after that the researchers showed one of technique of suggestopedia method namely singing with the title "the day you went away" and asked the students to write the word that they didn't know from the song and find out the meaning of the word with their group. The third treatment the researchers showed the second song with the title "one day" and asked the students to write word that they don't know from the song and find out the meaning of the word with their group. The fourth treatment the researchers divided the students in 5 group, after that the researchers showed the dialogue about the trip episode 1 and asked the students to write the word that they don't know from the dialogue and find out the meaning of the word with their group. The fifth treatment the researchers showed the dialogue about the trip episode 2 and asked the students to write the word that they don't know from the dialogue and find out the meaning of the word with their group. The sixth treatment the researchers showed the story "snow white" and asked the students to write the word that they don't know from the story and find out the meaning of the word with their group. Based on the description above the researchers stated that taught vocabulary through Suggestopedia method, there was some problem during implementing this method. First meeting, the students was still confused and just pay attention about explanation about suggestopedia and vocabulary without focus from the material. Second meeting, sometimes students get difficulties to meaning for word and some of them don't have dictionary. The third till the last meeting, the students can enjoy the process well than before. The students' vocabulary achievement can increase significantly. When the researchers asked about some vocabularies, they can answer the questions.

b. Post Test

Table 1.2 “The Frequency and Percentage of Students’ Score in Post-Test”

| No. | interval Score | Classification | Pre Test | |
|--------------|----------------|----------------|--------------|-------------|
| | | | Frequency | Percentage |
| 1. | 81,00-100,00 | Excellent | 12 | 75% |
| 2. | 61,00-80,99 | Good | 4 | 25% |
| 3. | 41,00-40,99 | Fair | 0 | 0 |
| 4. | 21,00 – 40,99 | Low | 0 | 0 |
| 5. | 0 – 20,99 | Very Low | 0 | 0 |
| Total | | | 16 | 100% |
| Mean | | | 85.43 | |

The table above shows that among 16 students, there are 12 (75%) students get Excellent score, 4 (25%) students get good score. It can be concluded that the students’ vocabulary achievement increased through Suggestopedia method.

Discussion

In this section, the researchers present the interpretation of students’ vocabulary achievement of both pre-test and post test results.

The description of the data that collected in the pre-test and post-test as explain in the previous section that the students’ vocabulary achievement increases significantly. It was supported by the mean score rate of students’ pre-test and post-test. Before the researchers gives the treatment the mean score of the students’ pre-test was 7 students (Fair Classification) and 9 students (Low Classification) than after the researchers gives a treatment consist six meetings the means score of students’ post-test was 12 students (Excellent Classification) and 4 students (Good Classification). The data in the previous section showed that teaching vocabulary through suggestopedia method can increase students’ vocabulary. After applying Suggestopedia method, it can be proved by the mean score of pre-test in post-test. The mean score of students’ pre-test was 39.25 and in post-test was 85.43. So, it can be said that there was increasing in students’ vocabulary achievement after applying suggestopedia method. The researchers assumes that the effect of Suggestopedia is really helpful to increase the students’ vocabulary achievement because, there is a significant vocabulary of the students after the treatment is conducted.

Learning vocabulary used suggestopedia method helps the students feel comfortable, spirit and fun to learn vocabulary. Suggestopedia is the one of method which can be used in learning and with the suggestopedia method the students will be interest to learn. During the treatment, the students looked interest with the method that given from the researchers. It proved when the students followed well the instruction in the method to increase their vocabulary. There were some difficulties during implementing this method. First, the students were still afraid to make a mistake. Second, they were still lack vocabulary. Indirectly, this method helps students increase their vocabulary.

CONCLUSION

Based on the data analysis and discussion in the previous chapter, the researchers conclude the result of this research shows that studying vocabulary through Suggestopedia method is a method that can increase the students’ vocabulary achievement. Before applying suggestopedia method is still poor but it increases after applying Suggestopedia method. It can be proved by the mean score of pre-test and post-test. The mean score of students’ pre-test there are 39.25 and post-test there are 85.43. So, it can be said that there are increasing in students’ vocabulary achievement after applying suggestopedia method.

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