The Effect of Suggestopedia Method on Students' Achievement in Vocabulary

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Abstract — **This paper deals with The Effect Of Suggestopedia Method On Students' Achievement In Vocabulary At SMP Advent 2 Medan. This technique was first developed by by a Bulgarian scientist, GeorgiLozanov. who was a physician and psychotherapist. Suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. This research was conducted by applying the Experimental Research Method. This research was conducted in three steps (pre-test, treatment and post-test). The Data are analyzed by using t-test formula and used observation sheet and vocabulary test in order to see whether Suggetopedia Method affects Students' Achievement in Vocabulary or not. The result of the analysis showed that t- observed is higher than t-table (5,31 >1,677) with the level of significant (0,05) and the degree freedom (df = 48). The result of the analysis shows that the hypothesis of the study is accepted. It can be concluded that Suggestopedia Method affects Students' Achievement in Vocabulary.**

Keywords:suggestopedia method, vocabulary achievement

I. INTRODUCTION

Vocabulary is oneof language aspects that is very important for studying English. By having vocabulary well, students are easier to accept the teacher explanation.. In a class, most of the students are passive because they do not know a lot of vocabularies. Based on writer experience, there were some problems that make students lack in their vocabulary. There are some problems that often faced by most of the students in junior high schools as the beginner in learning and mastering English lesson get especially in vocabulary mastery.

First, the students have difficulty in remembering new vocabulary encountered because they have never used the language before. It is showed that the students did not know the meaning of question when they do of the test. Second problem, the students are not interested in learning English. Most of students in Junior High School are still difficult to remember some new vocabularies. It can be understood because they have never met the English lesson in Elementary school before. Even though there are some students who have learned English before, but only the basic material. So, it is still difficult for students to communicate using English.

Many teachers are still having less creativity when teaching English. Usually the teachers just explain the material without any method, so it can make the students bored. As teachers, we must build the interest of students to learn English by using varieties of methods. One of the possible ways to help students improve their vocabulary skill is by using suggestology or suggestopedia teaching method. DePorter&Hernacki (2013) said that suggestion can influence the result of students' learning situation; either gives a positive or negative suggestion [1].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.

Suggestopedia 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 cannot be successful and, thus, to help them overcome the barriers to learning (Lozanov, as cited in Larsen-Freeman, 1986, p.72).[2]

Brown said that "suggestopedia was a method that was derived from Bulgarian psychologist GeorgiLazanov"s (1979) contention that the human brain could process great quantities of material if given the right conditions for learning, which are state of relaxation and giving over of control to the teacher"[3]. Students must be comfortably relaxed in learning process by using soft music or classical as the background. The teacher brings the material and motivate for students. To create the classroom comfortable in comprehend of vocabulary process without students under pressure to get ideas from they read. Suggestopedia most use centrality of music and music rhythm in learning. Suggestopedia claimed as a dramatic learning process because it uses music, music rhythm, classroom management, the decoration of classroom, and so on. If suggestopedia is apply in teaching learning vocabulary, the students will be fun with different atmosphere in the classroom by using poster, relaxation by using music in their study, to make them not only remember but also understand the words. It is suitable to apply suggestopedia as a treatment for students to help them understand the vocabulary.From those statements above, it can be conclude that suggestopedia method will improve students' vocabulary mastery by makes them relax and comfort when they study.

RELEVANT STUDY

The relevant study related to this research is „Skripsi‟ written by RahayuWinduSetiawati with entitled "improving students‟ vocabulary mastery through suggestopedia method."21 Rahayu used CAR as the design while the writer use a quasi-experimental study as the design[4]. However, both thesis has same variable. This study proves that suggestopedia in teaching English language can increase students‟ vocabulary mastery that covered understanding meaning of the word based on the context. Also, the implementation of suggestopedia brings a good effect for students‟ behavior and create a good atmosphere to the teaching and learning process.

REVIEW OF LITERATURE

Vocabulary

Vocabulary has certainly found in every aspect of language. The importance of vocabulary can influence learning activity. Vocabulary can help learner to express their ideas and information. According to Stahl and Nagy, vocabulary knowledge involves all the words known by the students and use in listening and speaking as well as reading and writing [5].Without vocabulary, learner cannot understand about the information that they learnt. In other words, learner should have large vocabulary in order to do well for their competencies.

Hatch and Brown said, "vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speakers of a language might use[6]. In addition, Jack C. Richards and Willy A Renandyastated that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write [7]. In learning English, students in high school should learn a new vocabulary. They have to master a language component in order to comprehend the information, and able to speak and write in English. From those definitions above, it can be concluded that vocabulary is the basic of language that can be used by individual speaker. It is a very important tool to master a language. Mastering new language is not easy because some aspects of language are not easy to learn, it is impossible to learn a new language without mastering vocabulary. Vocabulary is the important aspect of improving communication skills. A learner of a foreign language will speak fluently if he/she masters it. Vocabulary will help a learner write easily, and understand what hereads or hears if he/she has enough vocabulary and has a capability of using it correctly. Without good mastering in vocabularies, communication will end up in unpleasant situation and learner feels reluctant to continue the communication.

Suggestopedia Method

Suggestopedia is the name of a method developed by a Bulgarian scientist, GeorgiLozanov. 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)[8].

According to Lozanov (2005, p.11)[9], 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)[9] also argued that suggestion can be used successfully not only in medical practice but also in teaching.

Suggestopedia claimed as a dramatic learning process because it uses music, music rhythm, classroom management, the decoration of classroom, and so on. Lazanov believes in the learning process the students using an unconscious by giving positive hypnosis to make the students relaxed and concentrate and the use of rhythmic breathing before learning begin, it help them to mastering some vocabulary in the learning process. On the other hand, using soft music, games, listening teachers story is helpful for students to create their imagination, relaxation and make a learning process cheerful. From those definition, can be concluded that suggestopedia is a method that centrality on the use of music, music rhythm, classroom management, the decoration of classroom,etc, that can create the relax situation and bring positive suggestion to the learner and makes the learning more effectively.

Characteristic of SuggestopediaMethod

According to Richard, there are some characteristics of Suggestopedia Method those are: the decoration, furniture and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher [10].

a. **Decoration**. In applying Suggestopedia Method, the decoration of classroom should be interested. The condition of the classroom should make the students happy and decrease their boredom. For example, in learning vocabulary the teacher can put the picture related to the material on the wall or in the white board. Beside as accessories, ithelps the students easy to understand the topic learnt. Harmer stated that picture isa part of classroom ornamentation that can engage students so the learning process will be more fun and interested.

b. **Furniture.** Furniture that can used in suggestopedia method is equipment that can help the learning process in the classroom. Such as the comfortable chair, whiteboard, and cupboard.

c. **Arrangement of the Classroom.** The classroom in suggestopedia can be arranged in comfortable condition that can make the students comfort, for example the arrangement of the chair in the classroom. Most of classroom around the world students sit in orderly rows. But in suggestopedia the chair can be arranged more interesting, depends on teachers' creativity. Teachers can arrange the classroom freely to make students more relax and enjoy.

d. **The use of music.** The most important feature of suggestopedia is the centrally of music and musical rhythm to learning..The music on suggestopedia has an important function in learning process, it is for therapy. The music facilitate the establishment and maintenance of personal

relations, to bring about increased self-esteem trough increased self-satisfaction in musical performance, and to use the unique potential of rhythm to energize and bring order.

Theoritical Components of Suggestopedia

According to Bancroft, there are six principal components are used in the classroom includes: authority, infantilization, double-planedness, intonation, rhythm, concert pseudo-passiveness[11].

1. **Authority.**The students will remember and are influence from teachers. The teacher has authority in the classroom to lead to greater expectancy and higher motivation on the part of the students.

2**. Infantilization**. The teacher and students should have relation like parent to child to build their self-confidence the teachers make a game for students like role playing, games.

3. **Double-Planedness**. The students get stimulation from environment and teachers manner. They are not only learning from the direct instruction but also from the environment in which the instruction takes place.

4. **Intonation**. Intonation gives a rise or fall of the voice in the speaking to make effect when the program to be memorized is presented in a rhythmical manner with suitable pauses between the words or phrases.

5. **Rhythm.** The rhythm in presentation to give strong effect of the sound with varying intonations then to maintains memorization at an optimal. It is useful to induce boredom though monotony of repetition.

II. METHOD

This study was conducted at Second Grade students of SMP Advent 2 Medan..The population of this study was the second grade of students of SMP Advent 2 Medan consist of three classes will be choose to be sample. The classes were labeled into experimental group (VIII-A) consist of 20 students and control group (VIII-B) consist of 20 students. The sample of this study were all students (40 students) of second year SMP Advent 2 Medan in 2016/2017 academic year.The experimental method was used because the study needed a statistical analysis in analyzing the acquire data.The study involved two classes; the fist class had chosen as an experimental group which will givenSuggestopedia Method while the second class will chosen as a control group which will given conventional or non Suggestopedia Method.

Table 1. The treatment of the group

Group	Test	Treatment	Test
Experimental Group	Pre-test	Using Suggestopedia Method	Post Test
Control Group	Pre-test	Without using Suggestopedia Method	Post Test

The table above shows that both classes were gives pre-test and post test, but they receive different treatment.

SuggestopediaMethod as a treatment was only applied in experimental group while the conventional or non Suggestopediawas applied in control group. The purpose was to find out whether the students who will give treatment by Suggestopedia Method could be achieve a higher score than those of the students who will give conventional or non Suggetopedia Method.

Instruments

In this study the writer used a test as the instrument to obtain the data. The data was collected by giving a multiple choice test. Similiar tests was used for pre-test and post-test. Each test consist of 50 items. The test included 5 option, namely a,b,c,d,e. Students were ask to choose the correct answer by crossing the right answer.

Research Procedure

To again the data, reading test was used in this research. It was devidedinto pre-testand post-test.

a. **Pre-Test.** A pretest was implemented in experimental group and control group in order to find the students' vocabulary mastery before the treatment.Before starting the experiment, a pre-test was administered to the samples both groups with the same items. It was expected that the different of average score between them not too far. In other words, the two groups were in the same level of knowledge.**b.Post-Test.** The post-test were given to measure students' progress on vocabulary after they received the treatment. The posttest items sheets were given to both groups (experimental and control group) at the end of program. The procedure and the items of post-test are similiar tothe pre-test. The reason was to find out whether or not the students make progress in their vocabulary mastery.**c.Treatment.** The treatment was conducted after the administration of the pretest. The experimental group was taught by using Suggestopedia Method.

b. **Scoring the text**

In scoring the reading achievement of the students, the research scored it based on the literal and interpretative comprehension. In scoring the test, this research uses score ranging from 0 – 100 by counting the correct answer and applying this formula.

$$S = \frac{R}{N} \times 100\,\%$$

Validity of the Test

An instrument can be said valid if it can measure what is supposed to be measured and a test can be said having a good content validity if every item in the test represents the content or material that is supposed to be mastered proportionally

Reliability of the Test

The test is called reliable when there is consistency whenever it is used to measure because the reliability of the test is one of characteristics of a good test. It means the test give the same result when it is used to test the different people in different time.

To obtain the reliability of the test, the researcher used Kuder Richardson Formula (Arikunto, 2007:100) as follows:

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum pq}{s^2}\right)$$

0,0 - 0,20 the reliability is very low
0,21 - 0,40 the reliability is low
0,41- 0,60 the reliability is fair
0,61 – 0,80 the reliability is high
0,81- above the reliability is very high

Analysis Data

In this study the data are obtained from experimental and control group. The data were analyzed by using t- test formula, as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dX^2 + dY^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:
t   = total score
Mx   = means of experimental group
My   = means of control group
Nx   = number of students in experimental group
Ny   = number of students in control group
Dx   = standard deviation of experimental group
Dy   = standard deviation of control group

Data

The data in this study was the scores of the students both in control group and experimental group. The following tables are the result of the pre-test and post-test of the two groups, experimental group and control group.

Table 2. The Score of the Pre-test and Post-test by the students of the Experimental Group

Pre-test	Post-test
1543	1992
61,72	79,68

The table above shows that the total scores of experimental group in the pre-test was 1543 with the mean score was 61.72 and the total score in post-test was 1992 with the mean score was 79,68. The lowest score of pre-test in experimental group is 40 and the highest score is 63. The lowest score of post-test in experimental group is 70 and the highest is 84

Table 3. The Score of the Pre-test and Post-test by the students of the Control Group

Pre-test	Post-test
1447	1564
57,88	62,56

The table above shows that the total scores of control group in the pre-test was 1447 with the mean score was 57,88 and the total score in post-test was 1564 with the mean score

was 62,56. The lowest score of pre-test is 44 and the highest score is 68. The lowest score of post-test is 52 and the highest is 72.

Data Analysis

The writer applied Suggestopedia Method on this research in student's achievement in vocabulary.After applying the technique, the writer gives the students post-test for their achievement in vocabulary would be affected by this technique the writer gives the students post-test whether their achievement in reading would be affected by this technique. The number of the test was 50 in the form multiple choice.

Table 4. Level of achievement based on Brown (2004 : 294)

Score	Level	Category
80-100	A	Excellent
70-79	B	Good
60-69	C	Adequate
50-59	D	Inadequate or Unsatisfactory
0-50	E	Falling or Unacceptable

The score of the students' are increase. It can be seen that the total score of the experimental group in the pre-test is 1543 and in the post-test 1992. The mean in the pre-test is 61.72, meanwhile in the post test is 79.68. The lowest score of pre-test is 47. Based on level of achievement according to Brown, 79,68, is one of the ranges of 70 –79 which categorized is good.

It can be seen that the total score of control group in the pre-test is 1447 and in the post-test 1564. The mean in the pre-test 57,88, while in the post-test is 62,56. The lowest score of pre-test is 44. . Based on level of achievement the score are still low.

Testing the Reliability of the Test

The result of the reliability computation is r = 0,75. Based on the level of reliability above, it can be concluded that reliability of the test is high.

Testing Hypothesis

The result of computation of by using t-test is called t-observed. In this study, the result of computation by using t-test is 5,31and the calculation by using t-test for degree of freedom (df) 48 (Nx+Ny-2= 25+25 -2) at the level of significance 0.05. The result of computation by using t-test showed that t-observed (t-obs) is higher than t-table. It can be seen as follows

T-obs> t-table (p = 0.05) with df 48

5.31 > 1,677   c with df 48

It means that alternative hypothesis (Ha) is accepted.

Research Findings

Based on data analysis, the two score of both experimental and control group were different. The mean score of the post

test of experimental group was higher than control group (79,68> 62,48). However, the differences were tested by using t- test. The result of t- test calculation show that t- observed value (5,31) was higher than t- table value (1,677) at p = 0.05 df= 48. The difference indicates that Suggestopedia Method significantly affects on students' achievement on vocabulary.

III. CONCLUSION

After doing the research, it is found that the Suggestopedia Method significantly affect on students' achievement in vocabulary. There is signicant difference of mean score got from both of the experimental group (79,68) and the control group (62,48). The t- observe > t- table (p = 0.05) df (48), or 5,07> 1, 677 (p = 0.05). It means that alternative hypothesis (Ha) is accepted and null Hypothesis (Ho) is rejected. Thus it can be concluded that using Suggestopedia Method significantly affects on students' achievement in vocabulary. The students who are taught by using SuggestopediaMethod (experimental group) get the higher scores than the students who are not taught by using Suggestopedia Method (control group)

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