SUGGESTOPEDIA METHOD
TO TEACH ENGLISH IN SECOND LANGUAGE

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Abstrak

Metode Suggestopedia, guru harus kreatif dan membuat kondisi kelas nyaman dan siswa merasa rileks dalam proses belajar bahasa Inggris. Hal ini dapat meningkatkan motivasi belajar siswa dalam bahasa Inggris. Penelitian ini merupakan penelitian tindakan kelas, penelitian ruang kelas tindakan merupakan bentuk penyelidikan reflektif kolektif yang dilakukan oleh peserta dalam situasi sosial untuk meningkatkan rasionalitas praktik sosial atau pendidikan mereka sendiri, serta pemahaman mereka terhadap Praktik dan Latihan. Metode Suggestopedia sebagai metode alternatif dapat meningkatkan kosa kata siswa. Hal itu bisa dilihat dari hasil pre-test dan post-test. Pada pre-test, skor rata-rata adalah 51,48, post-test 1 62. 1 sedangkan post-test 79,2.
Kata Kunci: Suggestopedia, Pengajaran Bahasa Inggris dalam Bahasa Kedua

Preface

Language has very important role in human's life. By using language we can share ideas, feeling, and expectation in many kind of interaction. Language function is a tool for communication therefore; it has a close relationship with the existence of human being as a social creature that need to communicate which each other.

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Language is studied as a tool of communication rather than a system in the learner's mind. As a consequence, it is not enough for the students to know the grammar of a target language. To speak a language it is necessary to have communicative competence, and know how to use the language appropiately in various contexts.

English is a foreign language within Indonesian context. It is extensively implemented in education field in Indonesia. Furthermore, English is one of the highly important lessons because it is incorporated into Final National Examination (UAN). Consequently, it is very necessarily taught to the students in almost all educational levels such as elementary, secondary, and high school.

Due to the importance of English in Indonesia, the position of English structure in English Language Teaching is intensively essential. Therefore, the students in Indonesia have been familiar with the English structure. Unfortunately, English structure and grammar instruction is not delivered interestingly. For instance, most of the teachers tend to emphasize English structure and grammar teaching in the form of complicated formula.

As a foreign language, English is hard being master because it has different structure with Indonesian language. The purpose of teaching and learning foreign language is the students can communicate in oral and written form. The purpose of mastering English as a foreign language are to be able to communicate with the English native speakers or with people from the other countries and to be able comprehend kind of English text.

English language has four skills; namely listening, speaking, reading, and writing, besides that vocabulary is one of language aspect should be learned by the students who want to master a language. Vocabulary can help the students to understand about language. Vocabulary is one of important part in learning a language, because without vocabulary can't communicate with each other. Learning a language cannot be

separated from learning vocabulary. The students who do not master a sufficient number of vocabularies will fail in using language either in oral or written form.

In Indonesia, English is foreign language it is a compulsory subject from elementary school until university level .The function of teaching English in elementary school just to introduce about English. The important of English at Elementary school is to support the study of the subject at the higher level of education.

Discussion
The Concept of Vocabulary

Vocabulary is the basic element of language which will make the language meaningful. If we want to learn language especially English, we have to study vocabulary first because vocabulary is the first step or beginnings when we learn language. Tarigan states that. "Vocabulary is part of language system". (Tarigan, 1993: 21). It means than learning vocabulary is not isolation activity, but it is part of live that continuously, and a conceptualization process that is never and.

Etymologically, in Oxford advanced Learner's Dictionary is derived from the word. Vocabulary is a list of word with their meanings, especially in a book for learning a foreign language.
If we master many vocabularies, it enables us to communicate better. David Wilkins summed up "the importance of vocabulary learning''. (Harmer, 2008: 130). It means that in language learning process vocabulary very required. We know that if we don't know vocabulary of course we can't communicate well.

Jaremy Harmer explains that "Vocabulary is introducing new word is for students to read text or listen to audio tracks and sees or hears those words in action". Jeremy Harmer adds "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Unfortunately, vocabulary is neglected in language learning. The commonly teachers just emphasizing at grammar. So the students find difficult to comprehend and translate a text.

Marrinne celce-Murcia and Elite Olshtain States "Vocabulary is the target single element in tackling a new language for learner and it would be irresponsible to suggest that it will take care of itself in the same idea world where language teaching and learning are discourse driven". According to Marianne Celce-Murcia Elite Olshtain "Vocabulary is an obvious area for language variation".

Marianne Celce-Murcia Elit Olshtain explain "Emphasis to productive use of vocabulary and ways of learning and using new vocabulary because we feel this area has been neglected and because this is where insights from discourse analysis are most important for supplementing what we already know about vocabulary use in learning". If we don't know about vocabulary it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it: whereas if we have the vocabulary we need it is usually possible to communicate.

Based on the theories above, the writer assumes that vocabulary is a very important part of language. Because vocabulary is a mean to communicate so without vocabulary we can't communicate if we master many vocabularies, of course, we can communicate easily with the other people.

In English Vocabulary can be classified eight groups, there are: Noun; Verb; Adjective; Adverb; Pronoun; Preposition; Conjunction; Interjection.(Mas'ud: 6).

On the other side, in this research is limit at noun and adjective: *Noun*: Nouns are words that show a person, place or thing. Concrete Noun (Concrete noun is noun that can be seen by eyes). Concrete noun consist of 4 types: Proper noun that is the name of people or place and it usually uses capital letter. For example: Ananda, Bali, Lampung University; and Common noun that is noun that show type or class of words, place and soon. For example: chair, school, and table; Material noun that is noun that comes from excavated object. For example: Gold, oil, tin, silver; Collective noun that in the name of group that they are be one unit. For example: a pupil, a class, a division, a team.

Abstract Noun: Abstract noun is the noun that cannot be seen by eyes. Generally, abstract noun come from verb or adjective. For example: verb noun, to adjust adjustment = pengaturan, To agree agreement = persetujuan, To repeatrepetition = pengulangan. *Adjective*: An adjective is a word that tells us more a noun. An adjective "qualities" or modifies" a noun (a big dog). Adjective can be used before a noun (I like Chinese food) or after certain verbs (it is hard).

According to Jeremy Harmer, the set of choices to the meaning of presentation-whether to present the meaning of vocabulary through: Translation; Real Things; Picture; Actions / Gesture; Definition. And whether to present the word in its: Spoken form; and Written form (Harmer: 77)

Traditionally, translation has been the most widely used means of presenting the meaning of a word in monolingual classes. Translation has the advantage or being the most direct route to a word's meaning assuming that there is a close match between in target word and its L1 equivalent. It is very economical, and especially suitable for dealing with incidental vocabulary that may crop up in lesson.

Generally, children have enthusiasm to study vocabulary if it is supported by visual aid and fun. The students of elementary school are children and in learning English for children especially for spoken language, teacher often only give the free words without give it in context. For example, teacher gives the picture a glass that contents the water. If the teacher only mention glass and water, it does not become clear what the meaning of the words. Therefore, teacher should give the words in contexts: For example: I need a glass of water; It's a glass of water; This is a glass of water.

In fact, if the teacher gives vocabulary in context, teaching and learning vocabulary will take place more fluent because the students has comprehension well. In statement Philips in kasihani explanation that "... both vocabulary and grammar need to be taught in context and the children should always to be

given plenty of opportunities to use the language that they have learned in class". (Kasihani, 2007: 47)

Therefore, teaching and learning vocabulary and language system will be better if the teacher gives vocabulary in context that is related by children world, in order they can be easy to practice in communication. According to Kasihani, learning vocabulary can be done through four steps, there are: **Introducing** : the teacher introduces new words clearly and well pronunciation, use the pictures and real objects; **Modeling**: the teacher gives the examples with acting as model; **Practicing** : the teacher trains the students to imitate and practicing; **Applying**: the students apply in effective situation and the teacher help them.

Communication is not a simple process. It is helpful, to think of four circles, each including the other, representing the different types of meaning and different ways of organizing meaning. The first circle is that of national or conceptual meaning. The basic conceptual meaning categories of grammar are: categories like number, definite meaning, amount, time, manner, degree. The structural units dealt with here are small than the sentence: words, phrases or clauses. The second circle represents logical communication. The formal unit concerned with is the sentence. The third circle involves yet another dimension of communication: the attitudes and behavior of speaker and hearer. This controlling aspect of communication is performed through such speech acts as commanding, suggesting, advising, and promising. The fourth circles of the diagram represent a rational progression from the most limited and detailed sphere of meaning to the most inclusive (Svartvik: 7).

The term communicative competence is comprised of two words, the combination of which means competence to communicate. This simple lexico-semantical analysis uncovers the fact that the central word in the system communicative competence is the word

competence. Competence is one of the most controversial terms in the field of general and applied linguistics.

According to many general and applied linguists, Chomsky's distinction between competence and performance is based on the fundamental linguistic distinction between langue and parole which was made by de Saussure.

Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence.

Widdowson is said to be the first who in his reflections on the relationship between competence and performance gave more attention to performance or real language use.

Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the conscious or unconscious knowledge of an individual about language and about other aspects of language use.

According to them, there are three types of knowledge: (1) knowledge of underlying grammatical principles, (2) knowledge of how to use language in a social context in order to fulfill communicative functions and (3) knowledge of how to combine utterances and communicative functions with respect to discourse principles.

In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. According to Canale (1983), skill requires a further distinction between underlying capacity and its

manifestation in real communication, that is to say, in performance.

Canale (1983) as well as Canale and Swain (1980) pointed at the importance of making distinction between communicative competence and communicative performance, that is to say, actual performance which is the term Canale used in order to avoid (negative) connotations with Chomsky's concept of performance.

Canale (1983, 1984) described discourse competence as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning. Cohesion is achieved by the use of cohesion devices (e.g. pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole. The means for achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc., enable the organization of meaning, i.e. establish a logical relationship between groups of utterances.

In the model of Canale and Swain, strategic competence is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components of communicative competence. These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc.

For instance, language competence or linguistic competence refers to knowledge of and ability to use language resources to form well-structured messages.

Chotijah says in Kasihani's book "some tips for English teacher when teaching vocabulary in Elementary school" those

are: Speaking is not too fast; Using the easy and simple language that can be understood by the students; Always using English when speak or communicate with the students; Using gesture, sign, or expression if they are needed; Using the Audio Visual aid, such as picture, puppet, and real object.

Vygotsky says that "children's language and learning development take place through the processes of social interaction with an adult support and help scomponent". According to Piaget," there are four phase in child development those are: Sensory motor (birth-2 years) children interact physically with the environment developing ideas about how thing work; Pre operational (ages 2-7) children are not able to thing abstractly, but need concrete situation to process ideas; Concrete operational (ages 7-11) children have enough experiences to begin to conceptualize and do some abstract problem solving, though they still learn best by doing; Formal Operation (ages 11-15) children are able use abstract thinking like adults.

The children developing phase is not always some for each children. From the explanation above, can be clarification that the students of elementary school in Indonesia, the children in 7 - 12 years old. They are being in the end of preoperational stage to concrete operational stage, till at the beginning of the formal stage. So students of Elementary school need to get the appropriate step with their knowledge development and their intellectual skills.

Generally, the children in 5 – 7 years old have the egocentrics' attitude. They like to connect what they are learned or what their do. They like the materials that have connection with their life and their environment. For example the topic my family, animals….

Kasihani says that "the children in 5 – 7 years old are still difficult to differ something. To introduce English Vocabulary for children, we should begin with concrete nouns". There are many objects or picture that is able to use for giving the explanation about their environment with everything around

them. Concrete nouns are easy to introduce new English Vocabulary to the students. But when the children in 8 –10 years old have reciprocity attitude. They not only pay attention their selves but also pay attention the other people. They can differ between fact and fiction, and they know about abstract noun.

Kasihani also says that "the children in 8 – 10 years old have enough the awareness and readiness of have language. They can cooperate in pairs in groups. They are very happy and feel save if in doing the exercise can cooperate with their friends.

From the explanation above, we know that every age of the children have different ability. If the age of the children is lower, the teacher should teach with the vocabulary with concrete noun or using objects around their school environment, so they do not feel bored with teaching learning vocabulary and they have motivation to memorize the vocabulary.

Nation in Mariane Celce-Muria add that "method which learners can use independently or a teacher are the most important of all ways of learning vocabulary" for this reason it is worth while ensuring that learners are able to apply the strategies and that they get. By mastering a few strategies learners can cope with thousands of words.

Based on explanation above, it is clear that the teacher must be creative to find out and use an effective method to help the students master the vocabulary especially in Elementary School. If the teachers use interesting method to teach the materials, of course the students will be interested in memorizing vocabulary.

The Concept of Suggestopedia Method

In learning process can't be separated from a method is very important because it can help the teacher easier to explain the material. It makes the student's easy to understand. H.Douglas Brown states that "teaching as showing or helping someone to learn how to do something, giving providing the knowledge causing to know or understand". (Douglas, 2001: 7) One of method is Suggestopedia.

Suggestopedia is the name of a method developed by a Bulgarian Scientist; Georgi Lazanov's says that "contention that the human brain could process great quantitles of material if given the right conditions for learning. Among which are a state of relaxation and giving over of control to the teacher".

Diane Larsen Freeman says that "Suggestopedia course is conducted in a classroom in which students are as comfortable as possible. Ideally, easy chairs, soft lighting, and music are all available to contribute to a relaxing environment (Diane, 1986: 81). While according Bambang setiadi states that "his original method can't be separated from the use role play, hypnotizing, and music" (Setiadi, 2006: 110).

Jack C. Richards and Theodore S. Rogers, says that "the type of activities that are more original to suggestopedia are the listening activities, which concern the text and text vocabulary of each unit. Such activities include role playing, games, song and gymnastic exercise" (Richards, 2011: 103).

Based on theory above, the writer assumes that in Suggestopedia Method, the teacher must be creative and make the condition of classroom comfortable and the students feel relax in English learning process. It can improve the students' motivation in English learning.

Chastain states in Hery Yusfrizal book that "Suggestopedia as a wholistic method that tries to direct learning to both the left and right hemisphere of the brain". He also state this method include the "suggestive" atmosphere in which it takes place, with soft music, cheerful room decoration, comfortable seating, and dramatic techniques used by the teacher in presentation of the material. All of these features are aimed at totally relaxing students, allowing them to open their minds to learning the language in an unencumbered fashion.

H. Douglas Brown says that "Music was central in his method". Based on theories above, the writer assumes that in Suggestopedia Method, the teacher can use music, song, when the teacher teaching English in the class. It has purpose to make the students comfortable and relax in English learning process.

Bambang setiadi says that "the method suggest language learners to activate the reserve capacities of language learners. This can be done by "suggestion". By suggestion, language learners can create learning situation in which the optimal use of the brain capacities can be achieved".

According Diane Larsen Freeman "The principles of Suggestopedia Method are: The teacher attempts to increase her students' confidence that they will be successful. The more confident the students feel, the better they will learn; Assuming a new identity enhances students' feeling of security and allows them to be more open; Learning is facilitated in a relaxed, comfortable environment; When their attention is off the form of the language, and on the process of communicating, students will learn best; The teacher should integrate in direct positive suggestions ("there is no limit to what you can do") into the learning situation; The teacher should present and explain the grammar and vocabulary, but not dwell on them; One way that meaning is made clear is through mother longue translation.

Diane Larsen-freeman says that "one of the fundamental principles of the method is that if the students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily". The characteristic of the teacher when uses Suggestopedia Method are: The teacher should love and master the subject; The teacher should have energetic, joyful, playful spirit; The teachers have a well-integrated personality; The teacher have well-developed sense of authority; The teacher should have balanced self-esteem and esteem for others; The teacher should have well-developed feeling for music, especially classical; The teacher should have flexible communication: ability to respond and incorporate.

Lazanov suggests three principles of the lesson on a foreign language: the pre-session phase, the session phase, and the post-session phase. The pre-session phase takes about 15 to 20 minutes. In this phase the students are made familiar with the first time. The organization of this "first encounter" is a particular importance in creating positive mind set for reserve

capacities. A great part of the material is memorized during this phase. The teacher explains the new material very briefly. The teacher gives primary material, this about the students' environment.

The session phase comprises the session itself, which has already been describe above. Its mean that the teacher ask to the students have ready to study. The post-session phase is devoted to various elaborations of the material to activate its assimilation. After the students follow the teacher do, the teacher will see the performance of the students and give few questions for them. It will know the ability of the students. If the answer of them false the teacher do not judge. The teachers always give support and award to the students. So the students feel comfort and relax in learning a foreign language. This technique is mean to suggest childlike interaction.

Beside of theory above the writer conclude that Suggestopedia method is the method that use in learning process and make the students feel relax and comfort, they must fun in learning a foreign language. So the students easily to remember the material that has tough.

This research is class room action research, action class room research is a form collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality of their own social or education practices, as well as their understanding of these Practices and the situation in which these practices are carried out.

The aim of the research is to find the problem solving. In this research the writer need collaborator to help her in this action research it is cause as a new researcher. Arikunto defines collaboration research is a research which be done together by helping a friend. The aims of action research are: To get new innovation in learning; To develop the curriculum in regional/ national; To improve the professionalism education.

In this research, pre-test and post-test has done individually. It is aim to know the ability of the students before and having treatment. From the score of pre-test and post-test,

we know that there is an increasing from the students score, it can be seen from the average 51.9% become 62.1%.

From the analysis done by the writer and collaborator, the students score in pre-test find that most of the students has difficulties in memorizing the vocabulary. They are confused when they do test because I don't give the material firstly.

To see the students' achievement in vocabulary, the writer and collaborator apply post-test after finishing the treatment. The test used for the post-test is same as the pre-test it is done because we want to know whether or not there is an increasing of the students score. From the post-test cycle 1 score, it can be seen that there is increasing, because I have given the treatment based on the lesson plan. We also want to see the difference between the score of the students pre-test and score of the students post-test and find out whether the treatment influence the students vocabulary.

From the increasing of pre-test to the post-test cycle 1, it can know that the Suggestopedia Method can increase the students' vocabulary mastery. The students are enthusiastic during the learning process. All students attend the class from the firs treatment until the last treatment. They are also active in class during the presentation of the material by using Suggestopedia Method. They are able to memorize the vocabulary through Suggestopedia.

The score of the students have increase; it can be seen from their average score in pre-test 65.8% become 79.2% in post-test. It means that the student can achieve the target; the target is 85% students gain score 60 or more.

Based on score of post-test 1 and post-test 2, it could be conclude that there was an increasing of the students' English vocabulary through Suggestopedia Method. It is proved from their average score 62.14 become 79.2 so there was progress 17.6%. It means that Suggestopedia Method have positive effect toward the teaching and learning.

Conclusion

Having analyzed the data, the writers conclude this research as follows: Suggestopedia Method as an alternative method can be increase students' vocabulary. It can be seen from the result of the pre-test and post-test. In the pre-test, the average score are 51.48, post-test 1 62. 1 while post –test 79.2. As a result, Suggestopedia Method can be used to increase the students' vocabulary; and The students were interested and active, enthusiastic and enjoyed during learning process activity. With Suggestopedia made the students easy to learn new vocabulary. The students participation in cycle 1 can be described as follow, giving attention to the teacher explanation are 71.4%, active in class 57.14%, to do task 54.28, active to practice new vocabulary 57.14% and ask/answer the question to from the teacher 68.6%. the students participation in cycle 2 can be described as follow, giving attention to the teacher explanation 82.8%, active in class 80%, to do the task 85.7% , active to practice new vocabulary 85.7% and ask/answer the question to/from the teacher 85.7%. From the result above, through Suggestopedia Method can improve students' activity in learning process.

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