



Improving the Students' Speaking Ability by Using Suggestopedia Method at the Eighth Grade of SMP Negeri 1 Mandrehe in 2022/2023

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ABSTRACT

Speaking ability is one of the ability to produce language in English learning. There are some problems that students faced when speaking, namely: lack of vocabulary, difficulty in conveying their ideas, rarely to speak, incorrect pronunciation, and the strategy that used by the teacher that monotonous and bored. These problems could solve by using suggestopedia method. This research aimed to improve the students' speaking ability by using suggestopedia method at the eighth grade of SMP Negeri 1 Mandrehe in 2022/2023. The researcher conducted this research by using Classroom Action Research (CAR). Instrument of the research were observation sheets, field notes and oral test. In Cycle I, the average percentage of the researcher's completed activities was 80% (good), and the percentage of the students' completed activities was 64,50% (enough). In this cycle, the students could not achieve the Minimum Competence Criterion (MCC) of 70, students' average score was 54 (less). All the students scored ≤ 70, with the highest score was 80 and the lowest score was 30. Furthermore, in Cycle II, the average percentage of the researcher's completed activities was 96% (excellent), and the students' completed activities was 89,50% (excellent). In this cycle, the students had achieved the Minimum Competence Criterion (MCC) of 70, the students' average score was 79 (good). None of the students scored ≥ 70, with the highest score was 90 and the lowest score was 65. Based on the results of this research, the researcher concluded that Suggestopedia Method could improve the students' speaking ability at the eighth grade of SMP Negeri 1 Mandrehe in 2022/2023.

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INTRODUCTION

Speaking is one of the four skills in English that had mastered by the students in the learning process. In English there are four skills that must be known, namely listening, speaking, reading and writing. The four skills were related and had an important role that should be learned and mastered in

English itself. According to Julfikar Nurdin (2020) "Speaking is an activity when someone communicate with other people. It has become part of our daily activities, when somebody talks, interacts and use the language to express the ideas, feelings and thoughts".

In speaking, one had to regularly practiced and improved spoken language skills as well as developed confidence and adaptability to different situations and different audience when carrying out information conveying activities in public. This was done so that the message conveyed by the speaker could be understood by the listener. That was supported by (Gebi & Heru, 2022) say that "The speaking ability needs to be mastered because it helps listeners made sense of a message from a speaker".

In the syllabus of Curriculum 2013 at the ninth grade of SMP Negeri 1 Mandrehe, the core competence of the speaking process analyzed and present the development in the concreted and abstract domains of the learned materials independently and able to applying the rightful methods. To achieve the target of this syllabus the school had decided Minimum Competence Criterion (MCC) of the English subject especially at the eighth grade was 70. In the reality of the students they were unable to speak in English in the form of story clearly and fluently and could not achieved the MCC. Based on the observation did by the researcher on the classroom to the students and English teacher, teachers had tried to provide a better teaching and learning process in class by using one of the methods, namely lecture and discussion methods.

Based on the teaching learning process in the classroom by English teacher, there was not significant change in the learning outcomes of class VIII students of UPTD SMP Negeri 1 Mandrehe in learning English. So researcher had observed and studied a lot of information related to the teaching and learning process, especially the ability to speak in English. The researcher found that students lack confidence in conveying their ideas in class and also they were afraid of making mistakes. Another problem the students were rarely to speak in English, less in vocabulary, pronunciation and fluency. And the last was influenced how the teacher teach of the students.

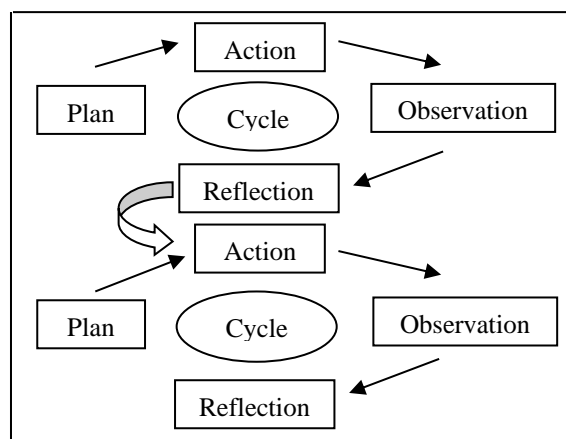
To overcome the problems above, the researcher used the suggestopedia method to help students in speaking English. Suggestopedia was initially developed in the 1970 by the Bulgarian Educator Georgi Lozanov. Lozanov created this method with the hope that the students would enjoyed to learn. According to Lozanov in Maria & Stefanus (2022) "Suggestopedia is a strategy that encourages students to use their imagination by using audiovisual tools while playing various language games to applied the rules of a new language form". This strategy applied to the students must be comfortable relaxing in the

learning process by using soft music or classical music so that it would created a comfortable classroom in the speaking process without students under pressure to explore their ideas. This method was applied with an attractive teaching design and atmosphere in the learning process that made students relax and made students happied in speaking activities.

Furthermore, the researcher employed the research method of Classroom Action Research (CAR) to carry out this study. The research method known as Classroom Action Research was used to address issues that teachers encountered during the teaching and learning process. In this research, the researcher tried to find out wether there is improving students ability in speaking English by using Suggestopedia Method.

RESEARCH METHODS

In this research, the researcher applied Classroom Action Research (CAR) to overcome students' problems in speaking. As state by Yuni Pantiwati et al. (2023), CAR is one of the studies that raises actual problems that are carried out by teachers as an effort to improve and enhance learning practice in the classroom. In conducted this research, the researcher applied the procedure of Classroom Action Research (CAR). Rangga Mega Putra et al. (2021), explain classroom action research conducted in four steps in a cycle: (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. Planning is the first step to prepared the teaching designed by the researcher. Action is the next step that conducted in the classroom after planning, it based on how the researcher planed before. Observation pay attention to events in the classroom and interaction between teacher and students, and among students in the classroom. And, reflection is activity to analyzed students score in conduct the learning process.



Picture 1.

Cyclical Classroom Action Research by Rangga Mega Putra et.al

The subject of this research was Class VIII-B which consisted of 20 students. The researcher appointed this class because the class was the lowest ability to speak English among the other classes. In this research there were two kinds of variables namely: independent variable and dependent variable. The independent variable of this research was Suggestopedia Method, that used by the researcher to influence and improve the dependent variable. The dependent variable of this research was Students' Speaking Ability, that influenced by independent variable. The outcomes of students' speaking skill seen after conducted Suggestopedia Method. In this classroom action research, the researcher collected the data by qualitative data and quantitative data. Qualitative data the researcher analyzed data from observation sheets and field notes and quantitative data the researcher evaluate the data from students voice in speaking English.

To analysed the qualitative data the researcher use formula from Hasria et al. (2018) as follow:

$$P = \frac{F}{N} \times 100\%$$

Which :

- P = The percentage of students' and researcher's activities
- F = The amount of the activities that done by the students and the researcher in the learning process.
- V = The amount of whole activities that done by the students and the researcher during the learning process.
- 100% = The maximal percentage.

The value obtained from the calculation above, the adjusted to the classification of the achievement of action in table 1 below.

Table 1.

Classification of Level Action Achievement		
No	Percentage (%)	Classification
1	92-100	Excellent
2	75-91	Good
3	50-74	Adequate
4	25-49	Less Adequate
5	0-24	Very Weak

The quantitative data took from the oral test, that recorded by the researcher by using sound record. Then, the researcher evaluated and calculated by using the formula from Hasria et al. (2018) as follow:

$$Value = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

The researcher classified the level of students' speaking ability adapted from Hasria et al. (2018) can be seen on table below:

Table 2.
Classification of Students' Speaking Ability

No	Classification	Score
1	Excellent	85-100
2	Good	75-84
3	Enough	63-74
4	Fair	35-62
5	Poor	0-34

RESULT AND DISCUSSION

The research findings is the description of the result that got by the researcher when conducted the research. In this classroom action research the researcher conducted the research in two cycles, where each cycles consisted of two meetings. The explanation of each cycles of this research was described below.

Cycle I

In cycle I the researcher conducted the research in the classroom and accompanied by the teacher-collaborator. The researcher prepare lesson plan, observation sheet and field notes before began the teaching-learning process. The researcher apply Suggestopedia Method in Class VIII-B to improve their speaking ability. As the result of the action in the classroom the researcher and students still cannot achieve all the procedures of Suggestopedia Method and the lesson plan. The average percentage of the researcher completed activities was 80% (good), and the percentage of the students' completed activities was 64,50% (enough). While the result of the data quantitative of cycle I was got from oral test that conduct by the researcher for the students it can be seen on table below.

Table 3.
The Students' Speaking Ability by Using Suggestopedia Method at the Eighth Grade of SMP Negeri 1 Mandrehe In Cycle I

No	Score	Classification	Frequency	Percentage (%)
1	85-100	Excellent	-	-
2	75-84	Good	1 students	5 %
3	63-74	Enough	2 students	10 %

4	35-62	Fair	15 students	75 %
5	0-34	Poor	2 students	10 %
Total			20 students	100%

The data from the previous table explained that the percentage students ability in speaking after applied Suggestopedia Method in cycle I was still less and could not pass the MCC. There were 1 student who got "Good" level (5%), 15 students who got "Fair" level (75%), 2 students who got "Enough" level (10%) and only 2 students who got "Poor" level (10%). The students got the achievement level because there were aspects of speaking did not follow by the students, such as error 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. And the solution of the students' problems was the researcher increased the students' self confidence, approach these students and gave them more time to learn English, the researcher invited students to read English better and wrote down the words of vocabulary in the text and then the researcher always support and motivates them to have courage to convey their ideas in English.

Based on the data improvement of students in speaking ability by using suggestopedia method in Cylce I, it could be concluded was Failed. It showed that in Cycle I, the students were still unable to speak fluently. Therefore the researcher wanted to continue the research in Cycle II.

Cycle II

In cycle II the researcher conducted the research in the classroom and always accompanied by the teacher-collaborator. In this cycle II the researcher had purpose to solve all students' problems in cycle I and improve in the cycle II. Before conducting teaching-learning process the researcher prepare lesson plan, observation sheet, field notes and voice recorder to record the students speaking. The researcher invited all the students to be more seriously in teaching and learning process and conducted all the activities that already plan in the lesson plan. As the result of the action in the classroom the percentage of researcher and students was improved in conducting all the procedures of Suggestopedia Method. The average percentage of the researcher's completed activities was 96% (excellent), and the students' completed activities was 89,50% (excellent). While the result of the data quantitative of cycle II from oral can be seen on table below.

Table 4.
The Students' Speaking Ability by Using Suggestopedia Method at the Eighth Grade of SMP Negeri 1 Mandrehe In Cycle II

No	Score	Classification	Frequency	Percentage (%)
1	85-100	Excellent	5 students	25 %
2	75-84	Good	12 students	60 %
3	63-74	Enough	3 students	15 %

4	35-62	Fair	-	-
5	0-34	Poor	-	-
Total			20 students	100%

Based on the data from table above it could be seen that the students speaking ability by using suggestopedia method in Cycle II was succeeded. The students could pass the MCC which stated school was 70. When the researcher rewrote the students phonetic in speaking ability, 75% students pass the MCC. the percentage students ability in speaking after applied Suggestopedia Method in cycle II, there were 5 students who got "Excellent" level (25%), 12 students who got "Good" level (60%), 3 students who got "Enough" level (15%). From the result in cycle II, the researcher classified that the suggestopedia method could improved the students speaking ability at the eighth grade of UPTD SMP Negeri 1 Mandrehe. So, the researcher stopped the research.

Discussion

After conducting the research in two cycles, the researcher analyzed the result of the students' speaking ability and the observation sheet either for the researcher and students' activities. The researcher did the research in two cycles.

In Cycle I, especially in the second meeting, the researcher gave test to the students to know the students' speaking ability, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 1 student (5%) who got mark classified in "Good" level. There were 2 students (10%) who got mark classified in "Enough" level. There were 15 students (75%) who got mark classified "Fair" level and 2 students (10%) students who got mark classified "Poor" level. The higher value that the students got was 80 and the lowest value was 30 while the average of the students' value was 54. Based on the students value in cycle I, it could be concluded that the students' speaking ability in Cycle I still less, the students were not able to speak in English.

The students' failure in Cycle I was caused by some students who were not active in doing teaching learning process, the students' percentage activities in the first meeting of Cycle I only 56%, and in second meeting was 73%. There were some activities and procedures of Suggestopedia Method undone by the students and researcher such as: the students did not respond the researcher greeting, the students did not pay attention to the researcher explanation, the students did not active and haven't motivate to share knowledge about the material and some instruction did not follow by the students. The researcher forgot to improve the students mistakes in English, it caused by unprepared of the researcher when conducting the teaching-learning process. Some of the students difficult to pronounce the correct words caused by less practicing in English and the students did not ask something about the material, it caused by the students that shamed to ask a question. So the researcher solved the problems by inviting the students to be more focused and comprehended when

the researcher explained in the classroom, the researcher also improve the students mispronunciation by telling them how to pronounced the words the research pronounce first then the students repeated as the researcher pronounced. The researcher also gave time for all students to ask the question that still not understand of the students and always motivated them that learn English is easy and fun.

In Cycle II, especially in the second meeting, the researcher gave test to the students to know the results of students' speaking ability, and the students' result showed that most of the students pass Minimum Competence Criterion (MCC). There were 5 students (25%) who got mark classified in "Excellent" level. There were 12 students (60%) who got mark classified in "Good" level and there were 3 students (15%) who got mark classified "Enough" level. The higher value that the students got was 90 and the lowest value was 65 while the average of the students' value was 79. In Cycle II, there were some weaknesses of the students caused of some the activities that undone by the students, some of students were not pay attention the researcher explanation and did not post the question about unclear material. And then most important point of students/problem when to speak in English, there some of the students did not fluency and to say something in English. And to solve the little difficulties of the students in this cycle, the researcher more focus to the students to improve their ability in speaking to retell the text run well and good achievement.

Based on the result, it could be concluded that Suggestopedia Method could improve the students' speaking ability, and this method could use in teaching speaking for the students. By using the suggestopedia the students able to speak in English with fluently and brave to convey their ideas.

CONCLUSION

Based on the research findings, the researcher got in analyzed data, described that Suggestopedia Method could improved the students speaking ability at the class VIII-B. The researcher took conclusion was in cycle I most of the students could not pass the Minimum Competence Criterion (MCC). There were 1 student (5%) who got mark among 75-84 classified as "good" level, 2 students (10%) who got mark among 63-74 classified as "enough" level, 15 students (75%) who got mark among 35-62 classified as "fair" level and 2 students (10%) who got mark among 0-34 classified as "poor" level. In cycle I the highest score was 80 and the lowest score was 30. The average of students' score in cycle I was 54. Furthermore the researcher continue the research to the cycle II.

In the cycle II, the students' speaking ability got improvement. Most of the students could pass the Minimum Competence Criterion (MCC). There were 5 students (25%) who got mark among 85-100 or classified as "excellent" level, 12 students (60%) who got mark among 75-84 classified as "good" level and 3

students (15%) who got mark among 63-74 classified as “enough” level. In the Cycle II, the highest score was 90 and the lowest score was 65. The average of students’ score in cycle II was 79 or classifies as “Good”. It implied that the students’ speaking ability was improved in cycle II.

Based on the research findings above, the researcher concluded that Suggestopedia Method improved the students’ speaking ability at the eighth grade of SMP Negeri 1 Mandrehe in 2022/2023.

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