

IMPROVING SPEAKING SKILL THROUGH SUGGESTOPEDIA

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ABSTRAK

Kemampuan berbicara dianggap sebagai kemampuan yang penting dalam belajar Bahasa asing terutama Bahasa Inggris. Akan tetapi, kebanyakan siswa masih memiliki masalah dalam menguasai kemampuan ini. Penelitian tindakan kelas kali ini berupaya untuk meningkatkan kemampuan berbicara melalui tehnik *Suggestopedia*. Adapun tujuan dari penelitian ini adalah untuk mengetahui apakah *Suggestopedia* mampu meningkatkan kemampuan berbicara mahasiswa semester satu EESP Mahasaraswati Denpasar. Penelitian tindakan kelas ini terdiri dari beberapa siklus dimana setiap siklus terdapat dua sesi. Instrumen yang digunakan dalam penelitian ini meliputi pre-test, post-test, dan kuis inoner. Setelah penerapan *Suggestopedia*, nilai rata-rata dari siklus I dan II lebih tinggi dibandingkan dengan rata-rata nilai awal siswa dan hal ini menunjukkan peningkatan kemampuan berbicara siswa. Lebih jauh penelitian ini menunjukkan bahwa siswa memberikan tanggapan yang baik terhadap penerapan *Suggestopedia* dalam belajar berbicara. Dapat disimpulkan bahwa penelitian kali ini membuktikan bahwa kemampuan berbicara mahasiswa semester satu EESP Mahasaraswati Denpasar dapat ditingkatkan melalui penerapan *Suggestopedia*.

Kata kunci: *meningkatkan, Suggestopedia, kemampuan berbicara*

ABSTRACT

Speaking skill is considered as an important skill in learning foreign language especially English. However, most students still face many difficulties during their learning to this skill. The undertaking of the present classroom action research dealt with improving speaking skill through Suggestopedia. The research is intended to know whether or not suggestopedia can improve the speaking skill of the first semester students of EESP Mahasaraswati Denpasar. This classroom action research consisted of some cycles and in each cycle there were two sessions. This study used research instruments in the form of pre-test, post-test, and questionnaire. After the application of Suggestopedia, the mean scores of cycle I and II was higher than mean score of the Initial Reflection (IR) that showed the improvement of the students' speaking skill through Suggestopedia. This research furthermore showed the students gave their positive responses to the implementation of Suggestopedia in learning speaking. To sum up, the present classroom action research proved that speaking skill of the first semester students of EESP Mahasaraswati Denpasar can be improved through Suggestopedia.

Keywords: *improving, suggestopedia, and speaking skill.*

BACKGROUND OF STUDY

“Speaking is any process in which people share info, ideas, and feeling, it involves all of body language mannerism and style-anything that adds meaning to a message (Hybel,2001:45)”.

Based on the statement above, we can say that speaking is an essential tool for communicating, thinking, and learning. Richards (2008:9) states speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation.

As oral communication skill, speaking can be said as the major factor that can influence someone’s life. Communications in its multiple forms pervades today’s business environment. With numerous job interviews, conference calls, meetings, product presentations, workshops, and public events, more and more leaders realize the importance of developing good interpersonal communication skills within their company. Yet the majority of executives and employees continue to neglect and overlook the use of public speaking, leaving the advancements and better career

opportunities for those who take proactive steps to master the art of speaking public (Nikitina, 2011:8).

Speaking is a very essential skill which should be learnt by the EFL (English as Foreign Language) students to be able to be called success in learning the language. Baker and Westrup (2003:6-7) mention three educational reasons for the learners to practice speaking during the lesson. First, speaking activities can reinforce the learning of vocabulary, grammar, and other functional language. Second, speaking activities gives the students chance to use the new language they are learning. By using the language components in the practice, the students will be able to comprehend and memorize the knowledge as well as to apply the knowledge in the real life context outside the classroom practice. Third, speaking activities gives more advanced students the chance to experiment with the language they already know in different situations and on different topics.

Pollard (2008:33) states that speaking is one of the most difficult aspects for students to be mastered, this is hardly surprising when one

considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is.

It is caused of many factors. Harmer (2007: 345) states that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their. Other reason comes from the way the teacher teaches. Most teachers still use traditional teaching technique. Nowadays, most teachers tend to be lazy to choose the appropriate technique to improve their students' ability. As a result, they choose to use traditional teaching technique which makes students are not enthusiasm in the teaching learning process. In the traditional teaching technique, teachers dominate the teaching learning process; the students tend to be passive. It is not interesting, fun, and challenging. It makes students usually feel bored during the teaching

learning process. That is why; they cannot understand the lesson maximally; as a result, their ability in English does not evolve.

The similar problems were also found based on the observation which the researcher held in EESP Mahasaraswati Denpasar. There are many problems that the students especially the eighth grade students encounter in learning speaking. First, they do not have a good motivation in learning. It can be seen from their attitude during the teaching learning process. When they are told to speak up by the teacher, they are shy to express their ideas in English. This lack of motivation is often caused by the learning atmosphere in the classroom. The learning atmosphere in the class is boring and not challenging for the students because of the wrong choice of technique applied by the teacher. Second, most students are very hard to speak because they are afraid of making mistake. Although the teacher has told them that making mistake is normal, they still keep silence and do not want to speak up. Third, the students have lack of vocabulary, pronunciation, grammar, so it limits their ability in speaking.

Because of the problems above, the researcher is really interested to apply the appropriate method in order to improve the speaking skill of the first semester students of EESP Mahasaraswati Denpasar. Method is one of the important factors in teaching learning process. The appropriate method used by teacher can motivate the students in studying. Therefore, the teachers have to pay any attention on the technique and method used in their teaching learning process of speaking. The method must be fun, interesting, easily applied, and also easily understood.

There are many ways to teach speaking for students. One way to improve students' speaking skill is through Suggestopedia. Suggestopedia is a teaching method developed by the Bulgarian psychotherapist, Georgi Lozanov. It is used mostly to learn foreign language. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on "desuggestive learning" and now often called "Desuggestopedia".

The lesson of Suggestopedia consisted of 3 phases at first:

deciphering, concert session, and elaboration. In deciphering session the teacher introduce the grammar and lexis of the content. In concert session the teacher reads the text in normal speed and the students follow in active session and in passive session the students relax and listen the teacher reading. Music is played as background. In elaboration students finish off what they have learned with songs, dramas, and games.

Then it has developed into four phases as lots of experiments were done: introduction, concert session, elaboration, and production. In introduction teacher teaches the material. In production the students spontaneously speak and interact in the target language without interruption and correction.

RESEARCH METHOD

The subjects of the present classroom action research were the first semester students of EESP Mahasaraswati Denpasar. There were 36 students which consisted of 16 males and 20 females as the subjects of the study. This group of students was selected as the subjects of the

study because they had crucial problems in speaking skill.

This study used classroom action research (CAR) as a research design. Classroom action research study was conducted to answer the questions of the effectiveness of Suggestopedia to be applied in improving the speaking skill of the first semester students of EESP Mahasaraswati Denpasar. This study used two kinds of tests, those were , initial reflection (IR) or pre-test and Reflection (R) or post-test. Initial reflection was intended to assess the pre-existing speaking skill, while reflection which was administered at the end of each cycle, was meant to reveal the expected enlargement in the students' speaking skill achievement after they had been taught through Suggestopedia. In this classroom action research, the teaching learning process was divided into cycles where each cycle consisted of two sessions. Each session consisted of four interconnected activities, namely: planning (P), action (A), observation (O), and reflection (R). It was necessary to note that IR was a term normally used in a classroom action

study which referred to a pre-test in speaking skill.

The result of the reflection or post-test in cycle I was used as valuable input and a basis to accordingly revise planning in cycle II. Therefore, cycle II which was started with revised planning (RP) was anticipated to be much more effective and conducive than cycle I. The degree of effectiveness of teaching speaking through Suggestopedia was figured out by comparing the mean score of IR that obtain by subjects with their corresponding mean scores of the reflections or post test.

In collecting the data, there were some instruments which were used such as: pre-test, post-test and questionnaire. Then, the data required to answer the research question was gathered through administering pre-test before the researcher began the teaching learning process and post-test was given at the end of each cycle, and questionnaire was given at the end of cycle II to the first semester students of EESP Mahasaraswati Denpasar.

FINDING AND DISCUSSION

The most important data required to answer the research

question under study was collected through administering pre-test and post-tests. Moreover, some additional supporting data would be gathered through administering questionnaires to the subjects under study.

In this study, the researcher would be succeed when there was 80% numbers of students could achieve some improvement scores or they could pass the target score of the minimal mastery level criterion (KKM). In this present study, the total subjects were 36; thus, 80% of 36 were 28 students. The minimum passing grade that must be gained by the subjects under study which were the first semester students of EESP Mahasaraswati Denpasar in their speaking skill in English was 3.00.

In this present study, the quantitative data were derived from the result of pre-cycle, cycle I and cycle II. Each cycle was consisted of one post-test in session 2 for cycle I and session 4 for cycle II. The pre-test or initial reflection (IR) which was administered in pre-cycle was used to obtain the subjects' pre-existing ability in speaking. In the pre-test the subjects were asked to perform dialogue in front of the class. Post- test or

reflection (R) was administered two times in every end of cycle. In the post-test the subjects were also asked to perform dialogue in front of the classroom. Those tests were administering to the first semester students of EESP Mahasaraswati Denpasar to obtain the data in order to answer the research question.

Pre-test was administered to the subjects under study to obtain their pre-existing ability in speaking. In pre-test, they were asked to perform a dialogue which was about asking permission with their friends in front of the classroom. The result of pre-test was not satisfying. Most of the students were still low in reaching the three aspects in speaking that the researcher assessed namely, grammar, comprehension, and fluency. Besides, based on the result of the pre-test that the researcher found, all of the subjects did not pass the target score of the minimal mastery level criterion which was 2.76. Moreover, this score was categorized to be insufficient; besides, it indicated that the subjects' speaking skill needed further improvement. Thus, the researcher tried to improve the subjects' speaking

skill through Suggestopedia in the cyclical process.

Cycle I was a chance and also a challenge for the researcher. It was a chance since the researcher could apply Suggestopedia in order to improve the students' speaking skill. It was also a challenge since it was not an easy job to improve it, indeed, because the mean score of the pre-test was still far away from what it supposed to be. In cycle I session 1, the researcher taught the expression of asking and responding to instruction and the material for the session 2 was the expression of asking and responding to invitation. The researcher administered a post-test in session 2 to the subjects under study in the form of dialogue presentation. The dialogue was about asking and responding to invitation. The improvement of the speaking skill was shown in the result of data analysis of the reflection or post-test scores in cycle I. The mean figure obtained by the subjects under study in cycle I was higher than mean score of the Initial Reflection (IR). The mean score for cycle I obviously showed the improvement of the students' speaking skill through Suggestopedia. However,

there were still many students got under the minimal mastery level criterion (KKM).

In cycle II session 3, the researcher taught the expression of asking and responding to prohibition and asking and responding to permission in session 4. On the completion of teaching and learning process of speaking skill conducted using Suggestopedia the post-test in this session that the researcher administered to the subjects was in the form of dialogue presentation. The result of the data analysis of the reflection or post-test scores obtained by the subjects under study pointed out the increasing mean figure of 2.84.

Compared with the mean figure of IR scores, the mean figure obtained by the subjects for each cycle was convincingly higher than the IR mean figure. This data showed that students' speaking skill improved after the researcher applied Suggestopedia in teaching speaking. It could be seen also from the mean score of the post-test in cycle II which showed that 34 of 36 students had achieved the minimal mastery level criterion (KKM). It was the signal that the present study could be ended.

In the teaching learning process, when the researcher applied Suggestopedia, the students looked so enthusiasm in following the every steps of this technique. They enjoyed their studying. The researcher and the students could feel the nice, fun, and also challenging atmosphere when the teaching learning process run. This proved that Suggestopedia could arouse the students' motivation and interest in learning speaking. Therefore, most students successfully improved their speaking skill. However, there were still some students could not get the significant improvement. It was caused by their attitude that tended to lose their concentration and choose to play during the teaching learning process rather than studying. Therefore, it was a big challenge for the researcher to improve their ability in speaking; however, the application of Suggestopedia could still improve their ability although it was not a significant improvement.

In order to support the result above, the additional data were also collected through administering the questionnaire to know the responses of subjects toward the implementation of

Suggestopedia in the teaching learning process of speaking. The difference amount of percentages of each option proved that the implementation of Suggestopedia in improving speaking skill got positive responses from the subjects under study. This also indicated that teaching speaking through Suggestopedia could make active and creative participation and involvement of the subjects under study.

Most students chose option A and B for the questionnaire, only few students chose option C, and there was no students chose option D. These results were directly proportional to the students' improvement in speaking skill after they were taught by using Suggestopedia. Moreover, these results were appropriate with the teaching learning atmosphere in the class when researcher did the research. The teaching learning process could run well with fun, nice, and interesting atmosphere.

The result of the present classroom action study were in line with the presented research findings, which had discovered learning speaking through Suggestopedia was effective and gave significant

improvement to the students' speaking skill.

CONCLUSION AND SUGGESTION

This present classroom action research was conducted to help the first semester students of EESP Mahasaraswati Denpasar to improve their ability in speaking. The main data required for the study were gathered through IR or pre-test and reflection or post-test to the subjects under study. Some supplementary data were collected through administering questionnaire to the subjects under study.

The findings of the present study convincingly proved and showed that the problems on speaking faced by the first semester students of EESP Mahasaraswati Denpasar could be satisfactorily overcome through the implementation of Suggestopedia in improving the subjects' speaking skill. It could therefore be concluded that Suggestopedia was effectively used to improve the speaking skill. The discovery of the research could not be generalized to the other students of different classes though that they were in the same school. The last, it could be

concluded that speaking skill of the first semester students of EESP Mahasaraswati Denpasar could be improved through Suggestopedia.

Based on the findings stated on the previous chapter, the researcher suggested some suggestions:

1. To the teachers

The teachers are suggested to improve the speaking skill activity in the field of studying English class because it is impossible for people to speak fluently without practicing and studying the speaking subject itself. Moreover, the teachers should apply interesting and fun techniques in the teaching learning process. The researcher suggests the use of Suggestopedia in improving students' speaking skill, for the study has proved that this technique was successful in increasing the students' ability and their motivation in the teaching learning process. By giving the students more chance to develop the information by themselves, it will be easier for them to comprehend the useful knowledge that they received along the process. In addition, the teachers are also suggested to keep on motivating their students to improve their speaking skill more intensively.

It can be done by informing the students that speaking holds an important role in learning a language.

2. To the students

It is suggested that the students should constantly and actively practice their speaking skill both in the classroom and outside classroom in order to rise up their ability in mastering speaking skill. The students need to always apply Suggestopedia to train themselves in speaking skill because mastering speaking is very beneficial for them. In addition, the first semester students of EESP Mahasaraswati Denpasar needed to lift their motivation in learning speaking skill and they should try to omit their fear and embarrassment when they are trying to talk in English. A consistent practice of speaking skill will surely promote their proficiency in speaking.

3. To the institution

The institution should be able to support the teaching learning process at school in order to increase the students' skill and motivation. In addition, it is suggested that the institution should provide other types of fun and interesting teaching technique so that the students are

motivated to learn English especially learn to speak.

4. To the other researchers

To the other researchers, it is suggested to conduct further research about the effectiveness of Suggestopedia not only in improving speaking skill but also in improving other kinds of language skill in English class.

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