



EFFECT OF SUGGESTOPEDIA METHOD ON TEACHING OF ENGLISH VOCABULARY FOR 7TH STANDARD STUDENTS

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Paper Received On: 25 FEBRUARY 2023

Peer Reviewed On: 28 FEBRUARY 2023

Published On: 01 MARCH 2023

Abstract

In this paper we will analyze the suggestopedia methods on teaching of English vocabulary for 7th Standard students. There are four main stages of the activities in suggestopedia method. They are presentation, concert session (active and passive), elaboration, and practice. In the presentation stage, the students are helped to get positive mind that learning is easy and fun. In this stage, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students. In the active concert, the teacher reads a text and is repeated by the students. After that, in the passive concert, the teacher plays some baroque music in the background and she/he reads the text again and the students listen carefully. In the elaboration, the teacher tells the students that they will do something like making film, gaming, etc. after the concert session. In the practice stage, the teacher uses games, puzzles, etc. to review the students View metadata, citation and similar papers at core.ac.uk brought to you by CORE provided by Jurnal Mahasiswa Universitas Negeri Surabaya understanding. This research aims to describe the effect of Suggestopedia method on teaching of English vocabulary for 7th standard students. The researcher chose double group pretest post-test design as the research design. The researcher chose Zilla parishad primary school Sanaswadi near to pune city. The data in this study was the result of pre test and post test. The data was analyzed by using T-Test. The results found that the students taught by Suggestopedia method achieved more than those taught by regular method .

Keywords: suggestopedia method, vocabulary achievement



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INTRODUCTION

The teacher arranged the students' seats into semicircle to make the students more comfortable and can see the blackboard well. Second, in the concert session, the teacher asked the students to listen and repeat after her in the first concert (active concert) and in the second concert, asked the students to feel relax, close their book, and listen to the teacher

reading the material. Third, in the elaboration stage, the teacher reminded the students for the first time that they are going to do game and drama. And fourth, the final stage or called practice stage, the teacher used games and drama to give practice to the students. From those results, the writer can draw a conclusion that many activities of Suggestopedia method in the teaching and learning process were done to make the students feel fun and interested in the teaching and learning process. The suggestions are to use English more often and for other researcher can do similar research in other aspects of Suggestopedia method.

Suggestopedia is a teaching method that was introduced by Georgi Lozanov in 1970s. Lozanov (2005) states that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process. Lozanov created this method in the hope that students would enjoy in learning, especially learning foreign language. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. In that reason, the researcher is trying to conduct a research about suggestopedia. Lozanov (1978) states that there are four main stages of the activities in suggestopedia method.

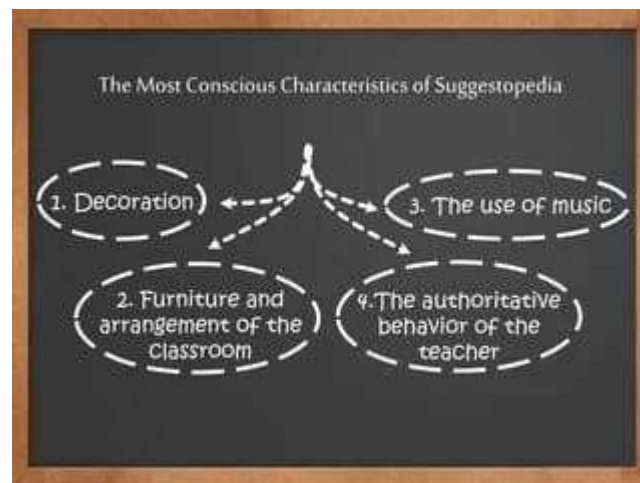


Figure 1: Suggestopedia Characteristics

They are presentation, concert session (active and passive), elaboration, and practice. In the presentation stage, the students are helped to get positive mind that learning is easy and fun. In this stage, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students. In the active concert, the teacher reads a text and is repeated by the students. After that, in the passive concert, the teacher plays some baroque music in the

background and she/he reads the text again and the students listen carefully. In the elaboration, the teacher tells the students that they will do something like making film, gaming, etc. after the concert session. In the practice stage, the teacher uses games, puzzles, etc. to review the students understanding. The activities in suggestopedia method seem fun for the students. By applying this method in the class teacher hopes that the students will enjoy learning English.

Suggestopedia method is different from other methods. Brown, in Nopiyanti (2012), stated that there are four main stages in suggestopedia. Those are presentation, concert session, elaboration, and practice. These stages are important in the application of suggestopedia method. There are activities in every stage. The researcher was trying to analyze the activities during the teaching and learning process by using suggestopedia method according to those four stages. The suggestopedia method has six key features that are important in the teaching and learning process using this method. According to Nosrati et. Al. (2013) the six key features of suggestopedia are: 1. Comfortable environment 2. The use of music 3. Peripheral Learning 4. Free Errors 5. Homework is limited 6. Music, drama and art are integrated in the learning process. The suggestion here is about the activities that can make students feel that learning is easy and fun. It is also believed that it can teach three times as quickly as a conventional method. This method has four stages, they are presentation stage, concert session (active concert and passive concert), elaboration, and practice stage (performance of the student

Objective

The main objective of this paper is to find out effect of Suggestopedia method on achievement of vocabulary of English language.

We will identify the score level of pre-test and post-test of 7th class students. Initially we will categorize the student having marks in five categories i.e. 0-49, 40-69, 50-69, 60-79 and 70-90.

Representation

The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. In this stage, to make the students relax, teacher arranges the students' seats in a comfortable way. At the teacher's very first contact with the students, he or she introduces a spirit of easiness and delicacy into his or her attitude towards the group as a whole and towards each student as an individual.

Instead of continuously playing in front of the students as if on a stage and before taking the decision to gradually involve them in the communication, the teacher now stimulates the students to join immediately and willingly in a common game project. The game project frees them from the boredom, demotivation, and fear of learning

Division

In this division, Lozanov divided it into two parts. Those are active session and passive session. The first concert (active concert) involves the active presentation of the material to be learnt. For example, the teacher will read the text being studied and the students actively following the teacher's reading. Here the teacher use some classical music and she reads the text in the harmony with the musical phrases. The musical compositions for the active session are emotional, with a wealth of melody and harmony in them

Illustration

Illustration of the material taught has actually begun at the first meeting of the teacher and the students. The first word the teacher says already open up a dialogue. For example, the teacher reminds the students in between that she and they are going together to prepare the material necessary for the film they plan to make. This is the systematic elaboration. The elaboration process should focus on the freedom and creativity of the students are encouraged even more than previously, all the stages of desuggestive pedagogy are unified during the elaboration through the use of reminding intonations, songs, the play, etc., the teacher continues to keep the students on the border of their linguistic knowledge. As well as facilitating spontaneous laughter and songs, the teacher purposefully puts jokes and songs into the lesson plan to help the students with the most difficult parts of the lesson.

Practice Stage

The practice stage is given the day after the second concert. Lozanov in Brown (2007: 28) stated that after the second concert the students will leave the class silently. They are not told to do any homework on the lesson they have just had except for reading it cursorily once before going to bed and again before getting up in the morning. In this stage teacher will not do something stressful for students practice. The teacher uses a range of games, puzzles, etc. to review and consolidate the learning.

METHODOLOGY

Based on the objective of the study, the researcher used pre-test post-test design. Researcher used two groups; experimental group and controlled group. Researcher used probability technique simple randomization to make two groups. Researcher taught experimental group

by Suggestopedia method. Controlled group was taught by regular method. Both the groups were given pre-test and post-test.

DATA ANALYSIS

In this study the data obtained from pre-test and post-test of experimental and control group.

The data was analyzed by using t- test formula, as follows:

$$t = \frac{m - \mu}{s/\sqrt{n}}$$

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

The researcher applied pre-test and post-test for the students of experimental and controlled group. The researcher has to find out whether the technique of Suggestopedia method was helping students to achieve vocabulary or not. The number of questions in the test were 50 in the form multiple choice.

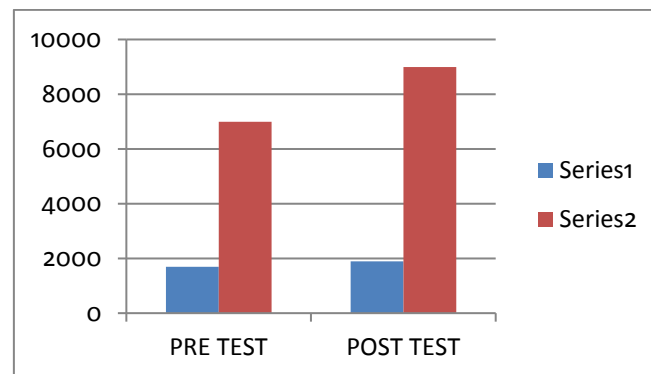
PRE TEST	POST TEST
1690	1897
6990	8989

Table 1: Score of Pre Test of 7th Class Students in Experimental Group

SCORE	LEVEL	CATEGORY
70-90	A1	BEST
60-79	B1	GOOD
50-69	C1	BETTER
40-69	D1	BELOW
0-49	E1	UNEXPECTED

Table 2: Level of Achievement of 7th class students

PRE TEST	POST TEST
1745	1958
7578	8089

Table 3: Score of 7th Class Students in Control Group**Image 1: Graphical Representation of Pre Test and Post Test of 7th Class Students****RESULTS AND DISCUSSIONS**

The results and discussions is the answer of the problems in introduction. The data were taken through the observation and only focused on teacher activities during the implementation of suggestopedia method in the teaching and learning process.

When the students got something confusing, they can take a look at the wall and see whether they can get the information they need on the wall directly so that their confusion can be answered quickly. Nosrati et. al. (2013) stated that by doing this, putting many pictures on the wall, the students can learn many things undirectly in the classroom

CONCLUSION

At the end of this study, some suggestions are offered related to the result of the study. After doing research, it was found that the Suggestopedia Method significantly affect on students' achievement in vocabulary. There is significant difference of mean score got from both of the experimental group (68,58) and the control group (62,48). The t - observe $>$ t - table ($p = 0.05$) df (47), or $2325 > 1, 687$ ($p = 0.05$). It means that alternative hypothesis (H_a) is accepted and null Hypothesis (H_o) is rejected. Thus it can be concluded that Suggestopedia Method significantly affected on students achievement in vocabulary. Students who are taught by using Suggestopedia Method (experimental group) got higher score than the students who are not taught by using Suggestopedia Method (control group).

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