SUGGESTOPEDIA METHOD IN THE TEACHING AND LEARNING PROCESS

The teacher of UZSWLU
Bobojonova Zarina Rashidovna

Abstract

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 teacher activities in the presentation stage, concert session, elaboration stage, and in practice stage.

Keywords: Suggestopedia, Method, Teaching and Learning Process

INTRODUCTION

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. 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

Lozanov (1978) argued that learners have difficulties in acquiring English as the second language because of the fear of the students to make mistakes. When the learners are in this condition, their heart and blood pressure raise. He believes that there is a mental block in the learners' brain (affective filter). This filter blocks the input, so the learners have difficulties to acquire language caused by their fear. The aim of suggestopedia is to lower the affective filter and motivate students' mental potential to learn, aiming to accelerate the process by which they learn to understand and use the target language for communication to achieve superlearning. It is the final goal of suggestopedia

Priyatmojo (2009) found in his thesis that suggestopedia is useful in the teaching vocabulary to young learners. Suggestopedia helped the students to memorize well in vocabulary. It was good thing to use suggestopedia in the teaching and learning process.

Meanwhile, Nopiyanti (2012) also found that suggestopedia is useful in the teaching of speaking to young learners. She found that the suggestopedia method can improve the speaking ability of young learners. From those researches, the suggestopedia method can be known as a method that useful in the teaching and learning process. That is why the researcher is trying to conduct a research about suggestopedia in the teaching and learning process of English class.

Suggestopedia method is diferent from other method. Brown, cited in Nopiyanti (2012), stated that there are four main stages in suggestopedia. There 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 that using suggestopedia method according to those four stages. According to that reason, the researcher did a research according to the following research questions:

METHODS

Based on the research problems and the objective of the study, the researcher used descriptive qualitative as the research design. The aim of descriptive qualitative is to describe a real situation or phenomenon, and the researcher took place as an observer only. The researcher did not take a part in teaching learning process. She only observed the teacher's activities in the class and reported the activities from beginning up to the end of the class. This research took place in a natural setting, without any attempts to manipulate the situation under the study.

RESULTS AND DISCUSSIONS

The results and discussions is the answer of the problems in introductions. 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.

1.   **The Implementation of Suggestopedia Method in the Teaching and Learning Process.**

The data were obtained through the observation that was focused in the teachers' activities during the implementation of Suggestopedia method in the teaching and learning process. There are six key features of suggestopedia method. They are comfortable environment, the use of music, peripheral learning, free errors, homework is limited, and music, drama, and art are integrated in the teaching and learning process. **The teacher's Activities in the Presentation Stage of Suggestopedia Method in the Teaching and Learning Process.**

Lozanov (2005) stated in this stage, to make the students relax, teacher arranges the students' seats in a comfortable way. In this condition, the students felt more relax and could clearly see the teacher and the blackboard. The teacher also could clearly see the students. In this stage, the teacher used music or song to make the students feel fun and happy before having the material. The song also one of the activities for listening and speaking comprehension because they first listen to the teacher singing the song, then they sang it together with the teacher. In the dialog three (3) stated that the teacher asked the students to sing and the students were very happy to be asked to sing together with the teacher. The song they sang was related to the material they were studying that day. The material that day was about parts of body and the song was "Head Shoulders Knees and Toes". In other words, by singing the song, the students could also memorize the parts of body.

2.   **The teacher's Activities in the Concert Session of Suggestopedia Method in the Teaching and Learning Process.**

The second problem of the implementation of suggestopedia method in the teaching and learning process was about the teacher's activities in the concert session of suggestopedia method. After the presentation stage, the teacher directly moved into the concert sessions. There were two kinds of concert sessions, the first was the active concert and the second was passive concert.

3.   **The teacher's Activities in the Practice Stage of Suggestopedia Method in the Teaching and Learning Process.**

The practice stage is the last stage of suggestopedia method. In this stage the teacher can measure the students' comprehension of the material they had learned before. According to Lozanov in Brown (2007), practice stage is given to the students the day after the concert session. Otherwise, the teacher in the research the researcher did before gave the practice stage on the same day with the concert session. It was due to the teacher still had much time to do the practice stage. It was also good to give the students the practice stage on the same day with the concert session as long as the practice stage did not stress the students.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The major problem of this study is the teachers' activity during the implementation of Suggestopedia method in the teaching and learning process. The main problem that is developed based on the teacher activity during the suggestopedia method in the teaching and learning process devided into four, they are: (1) The teacher's activities in the presentation stage of suggestopedia method in the teaching and learning process, (2) The teacher's activities in the concert session of suggestopedia method in the teaching and learning process, (3) The teacher's activities in the elaboration stage of suggestopedia method in the teaching and learning process, (4) The teacher's activities in the practice stage of the suggestopedia method in the teaching and learning process. **Suggestions**

At the end of this study, some suggestions are offered related to the result of the study. The result of this study was the teacher did well in the presentation stage, concert session, elaboration stage, and practice stage of suggestopedia method in the teaching and learning process, but to become a profesional teacher she also must have the other aspect, having a good teaching skill. Therefore first, the researcher suggest to the teacher to consider about language use that she choose. Second, the researcher suggests to other researchers to conduct a similar study, but they can view from the other aspects such as the grade levels of education, and various type of genre.

References

1.   Brown, H.,D. 2007. Teaching by Principles – An Interactive Approach to Language Pedagogy. Pearson Education, Inc.

2.   Djuhariah, et.al. 2012. Improving Students' Reading Comprehension of Narrative Text Through Suggestopedia Method. Unpublished Research: Tanjungpura University Pontianak.

3.   Gold, Lonny. The Speech of Suggestopedia – Activating the Students Reserve Capacities. 17 June 2013 < www.youtube.com/watch?v=yX4JFEUgqlg>.

4.   Halliwell, Susan. 1992. Teaching English in the Primary Classroom. Longman: New York. Harmer, Jeremy. 1998. How to Teach English. Malaysia: Longman