Measuring the Effectiveness of Suggestopedia Method
in EFL Writing Class

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Abstract

This study explores the effectiveness of suggestopedia method in EFL writing class. It also gives elaboration of activities in suggestopedia method that have proven useful in an EFL learning class. The research was conducted to the 2nd semester students of English and Literature Department at Alauddin Islamic State University of Makassar, South Sulawesi, academic year of 2014/2015. There are 15 students that became sample of the research which is selected by random sampling technique. Research shows that by suggestopedia method, students become better in writing descriptive paragraph. Through suggestopedia, students learn in an enjoyable way and without any psychological barrier that can disturb the learning process. The result also shows that the outcomes of each students are varies seeing from their post-test writing score; therefore, the writer concluded that the students got a good score because of an enjoyable learning, not because the classic music. Nevertheless, suggestopedia is a good method to develop the students' writing ability

Keywords: *Effectiveness, Suggestopedia, EFL, Writing*

A. *Introduction*

Many methods of teaching English have been applied by English teachers or lecturers in order to make their students get better in using English, whether in spoken and/or written proficiency. One method that is widely spread is by using classic music in their teaching. Seeing many references of books, articles, and researches about the influence of classic music toward the optimalization of brain performance in learning process, the writer is interested to prove the fact of those researches. Based on several previous literature and researches, it is known that the use of classic music in English learning was first introduces by Dr. Georgi Lozanov, a Bulgarian Psychologist, through his Suggestopedia method.

Suggestopedia or also called accelerated learning is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. Dr. Lozanov back in the mid 1960s's stating:

"Suggestopedia (in its new desuggestive development as well) is a science for developing different non-manipulative and non-hypnotic methods for teaching/learning of foreign languages and other subjects for every age-group on the level of reserve (potential, unused) capacities of the brain/mind. That means: at least three to five times faster, easier and deeper learning, inner freedom, increasing the motivation for learning, joyful learning and psycho-physiological well-being" (Lozanov, 1978: 2)

This method is applied in many foreign language teaching. "Suggestopedia, the application of thestudy of suggestion to pedagogy, has been developed to help students eliminate the feelingthat they cannot be successful of the negative association they may have toward studying and, thus to help them overcome the barriers to learning (Larsen and Freeman, 2000: 73). This method concerns with the mental of the students. It focuses on how to make the students relax and fun in class. The set of the classroom is bright and colorful which is different from classroom in usual. This method also gives positive expectation of success, and uses varied method such as music, games and dramatized texts, etc. In short, suggestopedia method is an interesting way to develop the students' writing ability.

After reading many literatures about suggestopedia in teaching new language to non-native speakers, the writer is interested to investigate the effectiveness of suggestopedia method in writing narrative story at the 2nd semester students of English and Literature Department, UIN Alauddin Makassar.

The writer limits the study in writing subject, since it is one of difficult subject for many students in learning a new language. Kinds of writing that taught in the process of study is a short narrative writing. In addition,at the end of the discussion, this paper will give example of classroom activities in order to give the readers clear explanation.

B. *Literary Review*
1. **Writing**
   a. **Definition**
   There are many views of writing. Every expert has different understanding. According to Tarigan (1986:21),"writing is drawing of signs gap that explains a language that can be understood by someone". One's ideas and feeling will be developed with a lot of practices. Therefore, writing is one of the basic language skills which are very important for students to be mastered. Oshima and Hogue (2006, p. 265) defined writing as a process of creating ideas, organizing them, writing a rough draft, and finally polishing the rough draft through editing and revisions.

Based on the theories above, writing is using written symbol to draw idea in order to communicate with someone. The process of writing is organizing, drafting, editing and revising.

b. Categories of writing

Brown (2004:220) describes that there are four categories or writing skill. Those four categories are as follows:

1) Imitative writing

This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic tasks of writing letters, words, punctuation, very brief sentences. This level is usually for Elementary School level.

2) Intensive (controlled) Writing

In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the text design. The students have to attain skills in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of a sentence. This category is applied for Junior High School level.

3) Responsive Writing

This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is more focused on the discourse conventions that will achieve the objectives of the written text. It has strong emphasis on the context and meaning. This skill area of writing is usually intended for Senior High School level.

In conclusion, there are many categories of writing. They are Imitative writing, and responsive writing. These categories are used based on the level of the students.

c. Types of Writing

According to Rachmadie (2000:41) writing is divided into four types:

1) Description or Descriptive

Description is a writing form used to describe something.

2) Narration or Narrative

Narration is the form of writing used to tell or relate the story of act or even.

3) Exposition

Exposition is used to explain or interpret meaning and also to give information and make explanation.

4) Argumentation

Argumentation is used in persuading and convicting.

In short, Writing is different in types. This types is based on the objectives of the writing itself.

2. Suggestopedia Method

a. History

According to soendjono Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used in different fields, but mostly in the field of foreign language learning. 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 is often called "desuggestopedia." Suggestopedia is a portmanteau of the words "suggestion" and "pedagogy". A common misconception is to link "suggestion" to "hypnosis". However, Lozanov intended it in the sense of offering or proposing, emphases student choice.

b. Definition

Sadtono (1996) said that word suggestion comes from the Latin word suggero, suggesi, which means placing suggestum, whispering or notify indirectly. In English, the meaning has developed into offers or proposes. He also argues that suggestopedi suggestologi comes from, namely the systematic study of the effects of non-rational or influences the unconscious. So, suggesti is a communicative factor used to suggest that other people make choices in a rational and intuitive in accordance with their respective personalities in learning another language.

Besides the word definition, there are some other different definitions of suggestopedia. According to Lozanov, Suggestopedia (in its new desuggestive development as well) is a science for developing different non-manipulative and non-hypnotic methods for teaching/learning of foreign languages and other subjects for every age-group on the level of reserve (potential, unused) capacities of the brain/mind. Based on Larsen-Freeman "Suggestopaedia is a teaching system which makes use of all the possibilities tender suggestion can offer". Another definitions is that "Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful of the negative association they may have toward studying and, thus to help them overcome the barriers to learning" (2000:73).

Based on the theories above, it can be concluded that Suggestopedia is a teaching method that uses a power of suggestion to make the learning process is success. Suggestopedia gives positive suggestion to the students that the learning process is easy and fun.

c. The Purpose of Suggestopedia Method

The purpose of Suggestopedia method is to liberate the mind of students from the negative assumptions that have been established (Lozanov, 1978:252). Many students are affected by negative assumptions. The assumption in question is negative sayings such as "learning is boring," "English grammar is difficult" and others. Assumptions such as this will limit human potential. By replacing these negative

assumptions with the positive assumptions, we can exploit the tremendous human potential to learn.

d. The Principles of Suggestopedia Method
Here are some principles of suggestopedia method, according to Larsen-Freeman (2000:81):

1) The teacher goal is to accelerate the process by which students learn to use a foreign language for everyday communication.
2) The teacher is the authority in the classroom. The students trust the teacher so they feel more secure.
3) The characteristics of the teaching learning process are: a) The class is bright and cheerful. b) Students select target language names and chose new occupations. c) Using text or dialog in the target language and native language. d) The teacher presents the dialog during two concerts.
4) The teacher initiates interactions with the whole group of students and with individual right from the beginning of a language course. The students have more control of the target language and can respond more appropriately and even initiate interaction themselves.
5) A great deal of attention is given to students' feelings in this method.
6) Language is the first of two planes in the two-plane process of communication. The culture which students learn concerns the everyday life of people who speak the language.
7) Vocabulary and communicatively are emphasized.
8) Native language is used when necessary.
9) Evaluation usually is conducted on students' normal in-class performance and not through formal tests.
10) Errors are corrected gently, with teacher using a soft voice.

According to the principles, there are many rules in suggestopedia method. We can use this method in different skills of language as long as we consider the principles of the method.

C. *Method*
This is a class action research where the population is one class of the 2nd semester in English Language and Literature Department of UIN Alauddin, academic year of 2014/2015, by number of 45 students. There were 15 students were selected by random sampling technique which was taught by using suggestopedia method.

The writer came into the class for five days. On the first day, the participants were given a pre-test. On the 2nd until 4th meetings, they were taught using suggestopedia method. On the last day, they were given a post-test.

1. Basic Procedures

Here are the basic procedures in using suggestopedia method in the writing class

a.   Class Preparation

As we mention above, the class of suggestopedia method is bright and cheerful. So the first step that the teacher should do is filled the class with pictures of great scenery and large enough. For example, the teacher can use picture with each profession and accompanied by vocabulary in English which is written in colourful letters, the teacher also can use poster containing grammatical information. Ornamental plants placed in the corners of the classroom. Soft music is playing. Space arrangement like this will change the perception of the students that "learning is hard" to "learning is fun". Vocabulary that is hung on the wall would be recorded brain subconscious students. This will greatly assist the learning objectives.

b.   Class Activities

1)   The teacher greets the students in their native language. The teacher tells the students that they are about to begin a new and exciting experience in language learning. The teacher say it in the confident way.

2)   The students get new name and new job. Lozanov believes that this will remove the problems faced by the students' real world that would interfere with the learning process.

3)   The teacher greets each student use his new name and ask him a few questions. The students just answer yes or no.

4)   After greeting, the teacher distributes the text that teacher has prepared. It contains a text that the students may learn in that day, based on the objectives of the lesson.

5)   After that is active concert. The teacher reads the text with classic music played. The teacher reads in the expressive way. The intonation and rhythm should be balance to the music. The students follow the voice of the teacher. The students are encouraged to highlight and take notes during the session.

6)   The next activity is passive concert. In this time, the teacher suggests the students to put down their script and just listen. After that the teacher reads in text again but in the different way. The music is different too. The teacher reads at a normal rate. The teacher makes no attempt to match the voice with the music.

7)   After the concert end, the teacher explains to the students about the text such as the kind of text, the organization, the grammar use or the vocabulary may appear.

8)   For the activation the teacher should ask the students to make their own text.

9)   In the end of the class there is no homework for the students.

There are some other activities that can be applied in the suggestopedia of writing class. The first activity is that they can interview their friends which have new identity, then make a report in the form of written. The second activity is throwing ball writing, the students can use ball to make a fun activity. The students can throw the ball to their friends and give them a questions but in the form of written. The answer is also in the form of written as well. The last activity that may be able to use is write a dialogue and act it together. In short, the activities can be various and the teacher should be creative.

c. Assessment

The assessment on the writing class can be divided into two type of assessment, informal and formal assessment. "Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student" (Brown, 2004:5). Formal assessment is exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.

According to the principles of suggestopedia method, the way to assess the students is in the form of informal. So, here are some possible ways to assess writing ability of the students. First, *Tests and Quizzes* - This is the typical way students are evaluated for their acquisition of knowledge. Second, *Portfolios* - this is an assessment tool that is great for helping students, as well as their teachers and parents, to see their progress over time. As students complete assignments, they put them into a single folder or portfolio. By looking at all of their work over the course of time, they can then see how they have improved and/or where they need more work. Third, *Written Samples* - this entails any type of written work that students create to show their comprehension of material. It can take many forms, the essay being the most common. Fourth, *Project-Based Assignments* - this type of assignment is usually quite extensive and allows the student to show off his or her accomplishments in a variety of ways. The student creates a project of some sort that illustrates his understanding of what he has learned over time. There are other types of assessments that can be used, but these are the ones normally found in the modern classroom.

C. *Findings And Discussion*

After the post test, the writer was very excited on the result. On the post-test there were four students got score 80, four students got 70, five students got 60, and two students got 50. Whereas on the pre-test three students got 70, three students got 60, four students got 50, three students got 40, and two students got 30.

Before the treatment, the students were usually asked to memorize and their result was low. Whereas, on the treatment, the students were not asked to memorize, but in average they got good score. It can be happened, since on the treatment session they learned in an enjoyable condition and without any psychological obstacle that

may hamper the learning process. While, before the treatment, they were in a condition of believing that memorizing is a hard thing to do.

Nevertheless, the various scores of students on the post-test implied that suggestopedia method is not effective for every student. It might also means that students got good scores in writing their descriptive paragraph because of an enjoyable and good environment/condition of the classroom, not because the classic music.

From the result above, we can see that there are many advantages that the teachers and students will get. First, by using suggestopedia method, students can lower their affective filter. Suggestopedia classes are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter. Second, students remember best and are most influenced by information coming from an authoritative source, teachers. Third, it refers to the learning from two aspects. They are the conscious aspect and the subconscious one. Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place. The last advantage is that suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence. Peripheral information can also help encourage students to be more experimental, and look to sources other than the teacher for language input. For example, the students can make some sentences using the grammatical structure placed on the classroom's wall; describe a particular place in an English speaking country by looking at the poster on the wall, etc. When the students are successful in doing such self-activities, they will be more confident.

Although giving many advantages, suggestopedia also has limitation. The first disadvantages is that the limited media that will be used in class. In suggestopedia class, there are many activities that need additional media. For example in concert activity, we need to play music in the class. But the problem is that some schools don't have media to play music. To solve this problem, as a creative teacher, the teacher can bring their own media such as laptop and mobile phone. The second problem in applying suggestopedia method is the ability of the teacher. There are some activities in suggestopedia that the teacher needs to be expressive. But it will be difficult for inexpressive teacher. Based on that problem, we can make the teacher more expressive by practice. So, the teacher has to be confident and practice a lot. In short, although there are some limitations, we still able to solve it.

D. *Conclusion And Suggestion*

This study has drawn how suggestopedia is effective in writing class. In applying sugestopedia method there are many things that teacher should consider. It includes the class preparation, class activities and the way to assess. From the vary scores of the students, we can concluded that the method might only be effective for such students, where this reason should be studied later. It also wrapped up that the

good score of students not because of the classic music they have heard. In further research, the writer wants to apply the method by using other genre of music to prove this thing.

In another hand, the writer also realizes that the various scores of students might happened because of the writer still has low ability in implementing this method in the class. But at least from this study, the writer can proved that the learning outcomes may have a good result if the learning activities are conducted in a pleasurable condition.

Suggestopedia is a good method to develop the students' writing ability. However, it is not easy to apply it. The teacher has to be creative and expressive. The materials also have to be well-prepared. It is better if the teacher work in team so that there will be more idea to make the activities.

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