

Applying Suggestopedia Method In Teaching Tenses Simple Past To The Second Semester Students Of English Department At Cokroaminoto Palopo University

Ardhy Supraba ¹

¹ Faculty of Teacher Training and Education, Universitas Cokroaminoto, Palopo, Indonesia

¹ardhysupraba90@uncp.ac.id

Abstract

This research aims to find out the appropriate way in teaching simple past tense by applying Suggestopedia method and also to find out the students' participation during the teaching simple past tense by applying Suggestopedia method to the second semester students of English Department of Cokroaminoto Palopo University. The subject of this research is 25 students of the second semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Cokroaminoto Palopo University class B. The result of this research shows that teaching structure simple past tense by applying Suggestopedia method was one of the effective method that was able to enhance the students' understanding well and easily. It was supported by the achievement of the ideal score in the second cycle. In this case, the mean score in the first cycle was only 66.28 while in the second cycle the mean score was very good 86.6. That mean, the mean score in the second cycle was higher than the mean score in the first cycle. It means that, the students had a good understanding in learning structure simple past tense by applying Suggestopedia method. Meanwhile, the result of observation, the student's participation in the second cycle was more active 85% than in the first cycle 50%. That mean, the students had a good participation in learning structure simple past tense by applying Suggestopedia method. So, it could be concluded that the Application of Suggestopedia Method in Teaching Simple Past Tense effective in enhancing student's understanding and also could overcome students' psychological barriers of the second semester students of Cokroaminoto Palopo University. Thus, it could be clearly concluded that Suggestopedia method is able to enhance students' understanding in learning structure simple past tense well and easily as fast and intensive as possible.

Keywords: Suggestopedia Method, Simple Past Tense

Introduction

English is an important foreign language in Indonesia. It is an international language which has a significant role in the various fields of activities, and wide influences in the world. As an international language, people realize that teaching English becomes very important now and needs much concern.

One of the essential parts in learning English is grammar. Grammar is needed even in communication. Without the proper knowledge of grammar, the students will find many problems to build up the sentences and express their idea for communication activities. But if their grammar is good, they will be confident in speaking English with other people. Furthermore, one of the part of grammar is structure. Structure is one of important lesson in English that needs to be learned and mastered by students. By

mastering structure well, the students will be able to construct the correct sentences and also their speaking skill can be effective and efficient as well.

Enhancing students' understanding in learning structure is one goal in teaching English as a foreign language. So, the learning process in a classroom atmosphere should be interesting, enjoyable, comfortable and fun. One of the alternative methods is Suggestopedia. Suggestopedia method is a teaching method that applies suggestion in pedagogy application. In this method the problem in students' psychology when they got some failures can be solved and eliminated. This method is a spirit method which can encourage, and foster students to acquire their foreign language effectively. So that, the students are motivated to study.

It is proved by Lozanov (1978) as a founder and developer of Suggestopedia method who was accompanied by his colleague, Dr. Evelyn Gateva claimed that when this method was firstly applied to the teaching of foreign languages at the University of Sofia Bulgaria in 1966, the result was amazing and outstanding. Students learned much faster than they had under traditional teaching methods, they retained the learning much longer, and they had a lot of fun in class. Moreover, the result was that the students not only had fun learning, but also they absorbed subject matter at greatly increased rates. In fact, the result was that the students learned material 3 to 5 times faster than with "normal" teaching methods.

It is due to that there are a lot of special things in this method. They are positive suggestions from teacher, classroom setup such as the classroom is designed as nice and enjoy as possible by making students sit in a circle cooperating each other with their friends and also by placing some pictures related to the material learned which are placed on the wall of the classroom. Furthermore, the unique one of this method is by using soft musics. It is based on the researches that had been done by Lozanov (1978) said that the brain would be in the best condition to study when it was in Alpha condition. The soft musics were called as the alternative musics which could stimulate and activate the brain in Alpha condition.

Based on the preliminary research done by the researcher in the second semester students of English Department of Cokroaminoto Palopo University, many students still cannot understand structure well. When the researcher asked the students to construct sentences in simple past form, most of them still cannot answered the question correctly. For example: Please translate these sentences!

Saya pergi ke Hypermart kemarin. (I go to Hypermart yesterday)

Kami makan nasi di rumah tadi malam. (We eat rice at home last night)

Thus based on the preliminary research, most of the students were still confused to construct the correct sentences in past time. Especially when using irregular verbs. That is why, the researcher was interested to do a research about grammar especially structure simple past tense. It aimed to help and make the students to be able to understand structure especially simple past tense well and easily. In this case, the researcher applied Suggestopedia method. The researcher conducted the research with the title "*Applying Suggestopedia Method in Teaching Tenses Simple Past to the Second Semester Students of English Department at Cokroaminoto Palopo University.*"

Review of Related Literature

Concept of Grammar and Tenses

Coghill and Magedanz (2003:16) The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Nunan (2005:2) Grammar is description of the structure a language and the way in which unit such as words and phrases are combined to produce sentences in the language. Hornby (1995:517) Grammar is the rules in a language for changing the form of words and combining them into sentences. Swan (2005:19) Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. So, it can be concluded that grammar is the study about all the rules in English.

Collins (1990:20) tense is the verb form which shows whether you are referring to the past, present, or future. Hariyanto, *et al* (2003:230) tense is the change of verb forming in a sentence that causes of the change of time or adverb of time. Hornby (1995:1231) state that tense is any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb. Lou (2006:33) tense is a form of verb change in English that states the time happen of event, or a change of verb in sentence that shows the time of event. Wren *et al* (2000:78) tense a verb that refers to present time, past time and future time. So, based on the definitions above the researcher concludes that tenses is a verb form or form of time to indicate the time of the action happened.

Azar (2003) simple past tense is used to express many things, activities or events done or happened in the past and it has not happened now. Lou (2006:53) states simple past tense is sentence which changes verb to state a condition or situation that happen in the past. Rahman (2010:200) Simple Past Tense is a tense that talks about a completed action/event in the past especially about expressing the activity that began and ended in the past time.

Concept of Suggestopedia Method

Suggestopedia is one of teaching methods developed by Bulgarian psychotherapist Dr. Georgi Lozanov based on the study of Suggestology in 1960. Through suggestopedia method, teaching language is not as quickly as conventional methods because suggestopedia is more effective if it is compared with traditional language instruction in which suggestopedia enables students to acquire proficiency in the target language with only one to third study time. Based on the theories above, the researcher concludes that suggestopedia method is a teaching method that encourages and enables students to acquire the material early, by making the situation as enjoyable as possible, giving spirit, motivation and positive suggestions to students. So, teacher can overcome students' psychological barriers and the students will feel pleasure and also they do not fear to make mistakes.

According to Lozanov (1978:5), there are five principles of Suggestopedia method namely (1) Comfortable environment. Learning is facilitated in a relaxed and comfortable environment; (2) Positive suggestions. It can be achieved in two ways, direct and indirect way. Direct suggestion can be teacher's encouragement which states that the learners are going to be successful. Indirect suggestion can be achieved by suitable classroom setting, and the use of soft music. Thereby, when teacher integrates

between direct and indirect positive suggestions into the learning process, so the learning and teaching process is going to be effective and efficient; (3) The use of music. Especially soft music which is played softly to make students have mental relaxation and increase their mental potential. The soft musics help the students to activate Alpha condition in their brain and also to reach a certain state of relaxation, so it can increase their receptivity; (4) Errors are tolerated. The emphasis is on the content, not the structure/form. The teacher uses the structure/form a little later so the students can listen and use it correctly; (5) Encouraging students. The teacher always fosters students' confidence that they will be successful learners. The more confident the students feel, the better they will learn.

Lozanov (1978:10) say that there are three basic procedures of suggestopedia method namely (1) Presentation session. Presentation is the basis of conducting Suggestopedia method in a class successfully. The main aim in this stage is to help students relaxed by making them sit in a circle and this aim is able to arouse them into a positive frame of mind, with the feeling that the learning is going to be easy and fun. Desuggestion and suggestion happen at this stage at the same time. Furthermore, presentation also refers to apperception action which has an important aim that is able to connect students' previous knowledge with the learning material that will be studied; (2) Concert/Discussion Session. This first concert involves the active presentation of the material to be learned. Teacher explains the learning material clearly. After that moving to the second concert this is a discussion session where the students ask some questions related to the material learnt. (3) Practice. Students do some exercises/tasks and also the use of games are considered in this practice session to review and consolidate the learning process. Especially in doing exercises, the researcher will play some soft musics. It aims to activate and foster students' feeling in order to be more relaxed in studying. So the learning process is interesting, comfortable and fun.

Moreover based on Lozanov (1978:15), there are five advantages of suggestopedia method, they are (1) There is genuine communication in the class; (2) Enjoyment while learning can bring motivation; (3) The students, besides learning the target language, improving their mental and emotional ability; (4) Being intensive every day, the opportunities for forgetting can be reduced and the course can take shorter time; (5) A comprehensible input based on desuggestion and suggestion principle

Method

This research applied Classroom Action Research (CAR). This action research was done in two cycles, where every cycle consists of: Planning, Acting, Observing, and Reflecting. The aimed of this research was to find out the best way to enhance students' understanding in learning simple past tense by applying Suggestopedia method.

The subject of the research was 25 students of the second semester students of English Department of Cokroaminoto Palopo University class B.

The instruments of this research are Grammar Test and Observation Sheet. The grammar test was used to find out the appropriate way in teaching simple past tense by applying Suggestopedia method to the second semester students of English Department of Cokroaminoto Palopo University. Meanwhile, the observation sheet was applied to observe the students' participation during the application of Suggestopedia method in teaching grammar especially structure simple past tense, and also as the main

instrument in discussion part among the teacher and the collaborators as way to make reflection in each cycle.

Results

Cycle 1

1. Planning

- a. Analyzing the curriculum especially the basic competence after doing the need analysis of the students at English Department of Cokroaminoto Palopo University.
- b. Making a lesson plan about the use of Suggestopedia method in teaching simple past tense
- c. Classroom management: Numbers of students were 25, making the classroom comfortable, interesting, and fun.
- d. Preparing the Structure test especially simple past tense
- e. Making the observation sheet that was used in the first cycle of the classroom action research.

2. Acting

In this action, the activity was divided into three components namely pre activity, whilst activity, and post activity based on the lesson plan. Pre activity was also called as introduction and connection. Introduction discussed about the material that would be studied. In this case, first, the researcher instructed students to get ready either physically or psychologically by expressing greeting, calling the roll, and motivating them to join in learning process. Second, the researcher explained the purpose of the learning process and also the basic competence that would be achieved. Third, the researcher delivers the scope of the learning material and gives little bit explanation about it that would be studied. Fourth, before starting learning and teaching process, the researcher played soft music. It aimed to activate and foster students' feeling in order to be relaxed before studying. So, the learning process would be interesting and fun. Then, connection was also called as apperception. In this case, the researcher asked short questions to students for connecting their previous knowledge with the material that would be studied. It aimed to know what extent their knowledge about the learning material before the researcher explained the learning material. Whilst activity was also called as application. It divided into three parts namely exploration, elaboration and confirmation. In exploration, first the researcher involved students to construct their common sense concerned the learning material learnt. Second, the researcher involved students to seek and find out by themselves about the learning material learnt. Third, the researcher involved students to be active during learning process. Then in elaboration, first the researcher divided students into five groups. Second, the researcher explained clearly the learning material about simple past tense by applying Suggestopedia method. Third, after explaining the learning material clearly, the researcher discussed with students. Discussing their difficulties about the learning material learnt. Fourth, the researcher gave some exercises concerning the learning material that had been studied. Especially in doing exercises, the researcher played some soft music again. It aimed to activate and foster students' feeling in order to be more relaxed in studying. So the learning process was interesting and fun. After that in confirmation, first the researcher gave feedback related to the result of students' exploration and elaboration about simple past tense material. Second, the researcher

gave some corrections about the mistakes/errors they had made, and also helped them solving their difficulties about the exercises. Third, the researcher helped and encouraged students who still did not participate yet during learning process by giving them some positive suggestions. Post activity was also called as reflection and extension. In this case, the researcher with students made conclusion about the learning material that had been studied. In reflection, the researcher asked again the difficulties that the students got during learning and teaching process. Meanwhile, extension was also called as reinforcement. In reinforcement, the researcher told the students about the learning material that would be studied in the next meeting.

3. Observing

- a. The condition of the class was little bit noisy when the researcher gave explanation. In this case, most of the students did not listen carefully the researcher's explanations during learning and teaching process.
- b. Most of the students didn't really participate in learning and teaching process.
- c. The students' attitude in learning and teaching process was not good. In this case, most of the students did not pay attention to the researcher's explanations during learning and teaching process.
- d. Evaluation the student's understanding in learning simple past tense showed that students' mastery in learning simple past tense were mostly in low scores. The mean score was only 66.28.

Table 1

- a. The mean score of students' understanding in Cycle 1 is 66.28

NO	STUDENTS NAME	MEAN SCORE CYCLE 1
1	001	50
2	002	60
3	003	55
4	004	68
5	005	95
6	006	85
7	007	60
8	008	53
9	009	90
10	010	68
11	011	55
12	012	98
13	013	88
14	014	50
15	015	90
16	016	40
17	017	60
18	018	23
19	019	48
20	020	80
21	021	70
22	022	48
23	023	83
24	024	85
25	025	55
TOTAL		1657
MEAN SCORE		66.28

Table 2

b. The result of observation on students' activities during the learning and teaching process. The mean score is 50%. It can be seen in the table below:

NO	STUDENTS NAME	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001	✓			
2	002				✓
3	003			✓	
4	004				✓
5	005				✓
6	006				✓
7	007			✓	
8	008			✓	
9	009			✓	
10	010	✓			
11	011	✓			
12	012			✓	
13	013			✓	
14	014	✓			
15	015				✓
16	016	✓			
17	017	✓			
18	018	✓			
19	019				✓
20	020				✓
21	021			✓	
22	022				✓
23	023			✓	
24	024			✓	
25	025				
Total		8	9	8	0

Percentage	32%	36%	32%	0%
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4. Reflecting

There were still some significant weaknesses in the Cycle 1 namely: first, most of the students still were not familiar with the Application of Suggestopedia method in Teaching Simple Past Tense because the students never heard about it before. It was the first time the students learnt the learning material by applying this Suggestopedia method. In this case, it was supported that most of the students had a bad participation in learning process. The students' participation in this cycle 1 was only 50%. Second the other weakness was most of the students had a bad score in evaluation. In this case, the evaluation means score was only 66.28. And the last or third, in the discussion there were only some students active in learning. It showed us that, this cycle 1 was not success.

Cycle 2

1. Planning

In order to improve the weaknesses and keep the successful of the first cycle, so the second cycle was planned as follows:

- a. Giving more motivations and positive suggestions to the students in order to be more active in learning and teaching process. Because the positive suggestions from teacher was one the principles in Suggestopedia method.
- b. Giving more explanations and intensive guidances to the students who got difficulties when learning and teaching process. Thereby, all of the students were able to understand the learning material well and easily.
- c. Giving more chances to the students who got good score to share their knowledge to the others in learning and teaching process. It could give some chances to students to be more confident in learning and teaching process.

2. Acting

Like in the first cycle, in this action the activity was divided into three components again namely pre activity, whilst activity, and post activity based on the lesson plan. In Pre activity in this second cycle, the researcher gave more explanations in understanding simple past tense well and easily by applying Suggestopedia method and gave more guidance to them how to understand it well and easily. In whilst activity in this second cycle, the researcher gave clear explanations to the students and also gave the best tips to understand it well and easily. Then, the researcher gave some chances to the students to ask if there was something they still did not understand. After that, when the researcher saw no more students did not understand, so the researcher gave them exercises related to the material learnt. While they were doing the exercises, the researcher played some soft musics again. It aimed to make the learning and teaching process interesting and fun. In post activity in this second cycle, the researcher with the students made conclusion about the learning material that had been studied. Then, the researcher asked again the difficulties that the students got during learning and teaching process. After that, the researcher gave some positive suggestions to students again such as by encouraging, motivating, and giving them spirit before ending the meeting.

3. Observing

- a. The condition of the class was so different with the first cycle. In this case, in the second cycle most of the students listened carefully the researcher's explanations during learning and teaching process.
- b. The students' participation in learning simple past tense by applying Suggestopedia method were wonderful and outstanding. Because most of the students had participated in asking, answering and responding some questions that the researcher given.
- c. The students' attitude in learning simple past tense by applying Suggestopedia method was good. Because most of the students listened the learning material carefully and also their attention was excellent.
- d. The evaluation on student's understanding in learning simple past tense showed that in this second cycle, the students got better score than in the first cycle. The mean score was 86.6. It could be seen in the table below.

Table 3: The mean score of student's understanding in Cycle 2 is 86.6

NO	STUDENTS NAME	MEAN SCORE CYCLE 1
1	001	80
2	002	90
3	003	85
4	004	100
5	005	100
6	006	95
7	007	100
8	008	83
9	009	95
10	010	75
11	011	75
12	012	98
13	013	90
14	014	78
15	015	100
16	016	80
17	017	70
18	018	80
19	019	80
20	020	90
21	021	83
22	022	80
23	023	85
24	024	95
25	025	78
TOTAL		2165
MEAN SCORE		86.6

Table 4: The result of observation on students' activities during the learning and teaching process. The mean score is 85%. It can be seen in the table below:

NO	STUDENTS NAME	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001				✓
2	002				✓
3	003				✓
4	004				✓
5	005				✓
6	006				✓
7	007				✓
8	008				✓
9	009				✓
10	010		✓		
11	011				✓
12	012				✓
13	013				✓
14	014				✓
15	015				✓
16	016				✓
17	017				✓
18	018				✓
19	019				✓
20	020				✓
21	021				✓
22	022				✓
23	023				✓
24	024				✓
25	025				✓
Total		0	1	13	11
Percentage		0%	4%	52%	44%

4. Reflecting

This action research was success because there were some successful points got in the Cycle 2 namely: first, most of the students were familiar with the Application of Suggestopedia method in Teaching Simple Past Tense, because the students had got it in the first cycle and also the researcher had explained it clearly. In this case, it was supported that most of the students had a good participation in learning process. The student's participation in this cycle 2 was achieved the ideal score that was 85%. Second, the other successful point was most of the student had a good score in evaluation. In this case, the evaluation mean score was achieved the ideal score that was 86.6. And the last or third, in the discussion most of the students were more active in learning process. It showed us that this Cycle 2 was successful.

Discussion

Looking at the finding, the researcher presented the discussion of students' data. The section presented the result of data analysis. It aimed to describe the student's enhancement in learning simple past tense by applying Suggestopedia method.

Suggestopedia method actually is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. According to Dr. Georgi Lozanov, Suggestopedia method is a teaching method that enables students to acquire the target language effectively, as fast and intensive as possible. It means that, Suggestopedia method applies some positive suggestions to encourage, motivate, and enable students for acquiring their target language effectively and efficiently as fast and intensive as possible. (Lozanov, 1978:1).

Thereby, the description of data collected through structure test as explained in the previous section showed that the students' understanding in learning structure simple past tense enhanced significantly. Furthermore, it could be concluded that teaching structure simple past tense by applying Suggestopedia method was one of the effective method that was able to enhance the students' understanding well and easily. It was supported by the achievement of the ideal score in the second cycle. In this case, the mean score in the first cycle was only 66.28 while in the second cycle the mean score was very good 86.6. That mean, the mean score in the second cycle was higher than the mean score in the first cycle. It means that, the students had a good understanding in learning structure simple past tense by applying Suggestopedia method. Meanwhile, the result of observation, the student's participation in the second cycle was more active 85% than in the first cycle 50%. That mean, the students had a good participation in learning structure simple past tense by applying Suggestopedia method. So, it could be concluded that the Application of Suggestopedia Method in Teaching Simple Past Tense effective in enhancing student's understanding and also could overcome students' psychological barriers of the second semester students of Cokroaminoto Palopo University.

It is also supported by the researches that had been done by Dr. Georgi Lozanov (1978) as a founder and developer of Suggestopedia method. Based on his research at the University of Sofia Bulgaria in 1966, by applying this Suggestopedia method the result was amazing and outstanding. Students learnt much faster than they had under traditional teaching methods. They retained the learning much longer, and they had a lot of fun in class. Moreover, the result was that the students not only had fun learning, but also they were able to absorbed subject matter at greatly increased rates. In fact, the

result was that the students learnt material 3 to 5 times faster than with “normal” teaching methods.

It is due to that there are a lot of special things in this method. They are positive suggestions from teacher, classroom setup such as the classroom is designed as nice and enjoy as possible by making students sit in a circle cooperating each other with their friends and also by placing some pictures related to the material learnt which are placed on the wall of the classroom. Furthermore, the unique one of this method is by using soft music. It is based on the researches that had been done by Lozanov (1978). He said that, the brain would be in the best condition to study when it was in Alpha condition. The soft music were called as the alternative music which could stimulate and activate the brain in Alpha condition.

Conclusion

The researcher concludes that the appropriate way in teaching simple past tense by applying Suggestopedia method namely (1) Pre activity. In applying Suggestopedia method in pre activity, the positive suggestions like giving motivations, and spirit to students before starting learning process is very essential. So the students are going to be sure and confident that they will be successful learners. Furthermore, the unique one of this method is by using soft musics. The Soft music makes students have mental relaxation and increase their mental potential. Because according to the reserches that had been done by Lozanov (1978), the soft music helps students to stimulate and activate Alpha condition and also to reach a certain state of relaxation, so it can increase their receptivity. Moreover, the soft musics suggest that the learning are easy, interesting and fun. So, it is an ideal way for overcoming psychological barriers and taking advantages of learning potential. Thereby, the students are more active toward the learning material; (2) Whilst activity. In applying Suggestopedia method in whilst activity, the clear explanation from teacher in presenting the material in the class is very important, especially by giving some special tips. In this case, by making good relation with students and also by giving them good confidence. So, the learning will be effective and efficient. And also the behaviour of the teacher is very considered. In this case, in applying this method in the class, the teacher must be kind, confident, prestigious, reliable and credible. Therefore, the students’ psychological barriers can be eliminated. Thereby, the students will be sure and more confident that they will be successful learners; (3) Post activity. In applying Suggestopedia method in post activity, good communication between teacher and students is very important. It means that when students got difficulties, teacher directly fosters them by giving them some positive suggestions. So finally the learning process will be more amazing and outstanding. Then, it could also be concluded that the students’ participation during the teaching simple past tense to the second semester students of English Department at Cokroaminoto Palopo University by applying Suggestopedia method was very good, amazing and outstanding. Because most of the students had a better spirit to participate in asking, answering and responding questions that the researcher given.

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