
Improving The Student's Vocabulary By Using The Suggestopedia Media At 4th Graders Of Elementary School

Hikmah Nurngaeni¹, Buntara Adi Purwanto²

^{1,2}English Education Faculty of Language and Literature Universitas Sains Al-Qur'an

Email: hikmahnuh1108@gmail.com
adibuntara@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui media suggestopedia dalam meningkatkan kosakata bahasa Inggris siswa di SD Pacarmulyo 1, berlokasi di Desa Jetis Pacarmulyo, Wonosobo. Peneliti mengunjungi dan mengamati sekolah untuk mengidentifikasi permasalahan yang berkaitan dengan penelitian ini. Peneliti menggunakan media metode Suggestopedia untuk mengatasi permasalahan siswa dalam memperkaya kosakata bahasa Inggris dengan menggunakan desain penelitian tindakan kelas (CAR). Penelitian ini terdiri dari 2 siklus, setiap siklus mempunyai tahapan: perencanaan, pelaksanaan, observasi dan refleksi. Sampel penelitian yang diambil adalah kelas IV. Instrumen penelitian: wawancara, observasi, hasil tes dan dokumentasi. Hasil observasi dan tes meningkat. Hasil observasi, pada siklus 1 sebesar 56% dan siklus 2 sebesar 84%. Kemudian hasil tes pada prasiklus sebesar 34,1%, siklus 1 sebesar 56,9%, dan siklus 2 sebesar 79,3%. Hasil tes wawancara mengalami perubahan, dari siswa yang tidak menyukai pelajaran bahasa Inggris menjadi menyukai setelah menggunakan metode ini. Dari hasil yang diperoleh dapat disimpulkan bahwa penggunaan media metode Suggestopedia dapat meningkatkan kemampuan siswa dalam memperkaya kosakata bahasa Inggrisnya.

Kata kunci: metode suggestopedia, siswa IV, penelitian tindakan kelas, pengayaan kosakata.

Abstract

This research aims to determine the suggestopedia media in improving students' English vocabulary at Pacarmulyo 1 Elementary School which is located in Jetis Pacarmulyo Village, Wonosobo. The researcher has to visit and observe the school to identify problems related to this research. Researchers used the Suggestopedia method media to overcome students' problems in enriching English vocabulary using a classroom action research (CAR) design. This research consists of 2 cycles, each cycle has stages, namely planning, implementation, observation and reflection. The sample taken forth is research was class IV. The research instrument are: interviews, observations, test results and documentation. The results of observations and tests increased. Observation results, in cycle 1 it was 56% and in cycle 2 it was 84%. Then the test results in the pre-cycle were 34.1%, in cycle 1 it was 56.9% and in cycle 2 it was 79.3%. The results of the interview test also changed, from the students who did not like English lessons became like after using this method. From the result so obtained by researchers, it can be concluded that using the Suggestopedia method media can improve students' ability to enrich their English vocabulary

Keywords: suggestopedia method, IV students, classroom action research, vocabulary enrichment

INTRODUCTION

English is the most popular language in the world and it can be said to have achieved its global status due to the spread of English throughout the world. The spread of English here is widely used in the world of (international) trade, tourism, and science, for this reason we must be able to use English by learning it. Learning English nowadays is not difficult because we can learn it ourselves, or at an institution (educational institution), and we can see that, even in the world of education, learning English is included in the mandatory subjects (Pane and Darwis Dasopang 2017). Especially with changes in increasingly modern times and the development of the English language amidst the glory of the nation.

Mastery of vocabulary is the most important part of learning a foreign language, because vocabulary has an important role in the communication process. Successful communication depends on an accurate understanding of vocabulary (Yulizar 2022). People can't listen, speak, read, and write well if they don't know vocabulary well. They can't do anything with the four skills if they don't know vocabulary and single words well. There are several obstacles that make students

<https://jipipi.org/index.php/jipipi>

lack vocabulary. First, the teacher's teaching method, English teachers often ask students to memorize words, not to understand them. Memorization can damage memory in detail, leaving gaps that can even pave the way for false memories, especially at 4 graders Elementary School level, it is very ineffective. Second, based on unstructured survey by conducting observation and interviews with 4 graders students, it can be concluded that students' interest in vocabulary is low because teachers often use inappropriate methods. Students say that English lessons are boring and difficult for them because they don't like them and don't understand. The lack of students' vocabulary mastery had become the main factor in students' difficulty in learning English. Overcoming the condition, the learning media along with its methodology needs to be improved (Buntara Adi Purwanto and Arina Noviyani 2024).

On this occasion, the author will focus on teaching methods, and how to make students interested in English. In English, there are many methods that teachers can use to increase students' vocabulary. The successful use of methods is the success of the teaching and learning process which functions to determine the quality of education. Teaching methods are one of the most effective keys to successful learning.

Suggestopedia is a teaching method introduced by Georgi Lozanov in the 1970s. Lozanov states that suggestopedia is a teaching system that takes advantage of all the possibilities offered by gentle suggestions. The suggestions here are about something that can make students feel happy in the teaching and learning process. Lozanov created this method with the hope that students can enjoy learning, especially learning foreign languages (Alfiani 2017). Students should relax comfortably in the learning process using soft or classical music in the background. The teacher brings material and motivates students. To make the class comfortable in understanding the vocabulary process without students being pressured to get ideas from what they read.

The Suggestopedia Method uses a lot of the centrality of music and musical rhythm in learning. The Suggestopedia Method is claimed to be a dramatic learning process because it uses music, musical rhythm, class management, class decoration, and so on. If the Suggestopedia Method is applied in vocabulary learning, students will have fun with a different atmosphere in the classroom by using posters, and relaxation by using music in their learning. To make them not only remember but also understand words, the Suggestopedia Method is very suitable to be applied as a treatment for students to help them understand vocabulary. From the statement above it can be concluded that the Suggestopedia Method will improve students' vocabulary mastery by making them relaxed and comfortable when studying. Moreover, the level focused on elementary school children.

Based on the statement above, considering that the level that the researcher will focus on is the elementary school level where children easily get bored in learning, especially foreign languages, the researcher uses the Suggestopedia method to apply it in learning because the nature of the Suggestopedia method is fun in learning and is suitable for the school level. basic, then the author will conduct research with the title "Improving the Students Vocabulary By Using The Suggestopedia Media at 4th Graders of Pacarmulyo 1 Elementary School".

The identification of the Problem from the research are like; the students at Pacarmulyo 1 Elementary School lack of vocabulary, The students at Pacarmulyo 1 Elementary School disinterest in learning English and The teachers at Pacarmulyo 1 Elementary School used inappropriate method in teaching English vocabulary. Between that, the research Objective from the research are to find out the improving of using the suggestopedia method to enrich vocabulary at 4 graders of Pacarmulyo 1 Elementary School, then, to find out The Suggestopedia Method are appropriate method to enrich vocabulary the students at 4 graders of Pacarmulyo 1 Elementary School. As to the significance from the research are like for the researcher, the researcher can learn more about how to make a good and useful research and also can know more about teaching English and it is problems through the process that researcher do in compiling this research. Next, for the English teachers, this research, it is hope that the teachers can learning something new, in others words, teachers can use new method that are more interesting in learning English. Last, for

<https://jipipi.org/index.php/jipipi>

the students, hopefully, with this research the students will be more interested in English and more quickly enrich their vocabulary.

The theoretical basis on the research, first off all are effectiveness. Effectiveness is how well the work is done, or the extent to which people produce output as expected. That is, if a job can be completed in accordance with the plan, both in terms of time, cost, and quality, then it can be said to be effective (Julianto and Agnanditiya Carnarez 2021). Effectiveness is the achievement of goals correctly, or choosing the right goals from a series of alternatives or choices of ways, and determining choices from several other options. Effectiveness can also be interrupted as a measure of success in achieving predetermined goals (Putri 2019). In conclusions the effectiveness is a statement that means a measure of task results or success in achieving goals.

Secondly, The Suggestopedia Method. Suggestopedia is a teaching method introduced by Georgi Lozanov in the 1970s. Lozanov states that suggestopedia is a teaching system that takes advantage of all the possibilities offered by gentle suggestions. The suggestions here are about something that can make students feel happy in the teaching and learning process. Lozanov created this method with the hope that students can enjoy learning, especially learning foreign languages (Bakhromova 2022).

The most basic foundation of the suggestopedia method is suggestology. Which states that humans can be directed to do something with suggestions. Suggestopedia is a teaching method based on existing modern understanding of how the human brain works and how we learn most effectively (Fachturrozi, FAiz, Mahyudin n.d.). In a fun learning process using music or musical rhythm not far from songs, students can sing a song which can create a pleasant classroom atmosphere (Buntara Adi Purwanto and Arina Noviyani 2024), songs are considered as one of the resources that can be utilized in the teaching and learning process of English. Through songs that match the selected media, students can understand factual, conceptual, and procedural knowledge. From the opinions above, it can be concluded that the Suggestopedia method is an effective learning method that uses suggestions, music and positive words to create an encouraging, relaxed atmosphere and can give positive impressions (Prihartini, Buska, and Nur Hasnah 2020).

Third, Vocabulary Enrichment. Vocabulary is all the words that belong to a language that is owned by a person or also owned by a speaker. This vocabulary has a very important role in language teaching, because vocabulary mastery has a very influential on language skills (Sahrawi et al. 2018). The more vocabulary they have, the more skilled a person is at speaking. Mastery of this vocabulary allows a person to be more skilled in writing, because writing requires a large vocabulary to convey information or messages to readers (Kepakaran and Layanan 2021). Enrichment is enriching knowledge or boardrning students' both assignments done at home and assignments done in class (Rahayu and Astutie 2018). Vocabulary enrichment is a treasury of many foreign words for students learning a foreign language vocabulary enrichment. Meanwhile enrichment of vocabulary through the development of language tuning is obtained by adding new meaning, expanding use, or specializing in use of technical purposes (Evy Tri Widyahening and Sri Rahayu 2021).

And the last one are The Four Graders Student. Each student has different characteristics. As a teacher, you must understand the characteristics of your students. The positive impact that teachers obtain by understanding the characteristics of students is that teachers are able to design learning that suits students' needs. If the teacher in designing learning does not suit the characteristics of the students, then the students will have difficulty accepting the material presented by the teachers (Rizkiani 2021). Based on the statement above, it can be concluded that the characteristics of fourth grade elementary school students are that children are aged 9-11 years, are in the concrete operational phase, think logically based on physical manipulation of objects, think systematically to solve problems, have high objectivity, a period of investigating, trying, experimenting which is stimulated by drives of great curiosity, a period of concentration and accumulation of energy to practice, explore and explore. Therefore, appropriate learning methods are needed for the characteristics of grade 4 students (Sondakh and Sya 2022)

<https://jipipi.org/index.php/jipipi>

RESEARCH METHOD

This research is a type of Classroom Action Research (CAR) with qualitative approach. Classroom Action Research (CAR) is action research carried out in the classroom when learning is taking place. The research used by the author is to recognize difficulties in the teaching and learning process, both in terms of teachers or instructors, students, and component interactions. Learning components (teaching materials, media, approaches, method, strategies, class setting, assessments), so that we can find the right solution and conditions of the class.

Classroom Action Research (CAR) according to Lewin Kemmis and Mc. Taggart, namely that each step consists of four stages, namely planning, action, observation, and reflection. Therefore, the researcher tries to research using these four steps in the classroom. Phases of this method include planning, action, observing, and reflecting. Through this CAR, the researcher collected and analyzed data to measure students' progress in enrich vocabulary English and checked the data's validity.

In this research, researchers needed schools that teach English in their lessons. Researchers chose SD N 1 Pacarmulyo, Leksono, Wonosobo Regency, Central Java 56362. Therefore, not all subjects will be taken, and only one class of the fourth graders will be taken. Conducted 31 students. The researcher observed students at Pacarmulyo 1 Elementary School the subject IV graders in this research.

Data collection method in this research are observation, interview, test and documentation. The media that the researcher used from this research are some picture of fruit, animals, vegetables, name of family, and the name part of the body. Then used music and song, where the song are vocabulary same the pictures that has.

FINDINGS

The pre-cycle stage, before the research began, researchers conducted interviews and collected data regarding the value of learning English in enriching students' vocabulary at SD Pacarmulyo 1 grade 4. Based on interviews conducted by researchers with teachers who taught English at SD Pacarmulyo 1 via cellphone voice recorders, it was seen that language teaching English in this school is only implemented in grade 4 because of the initiative of the grade 4 teacher to teach English, based on his awareness of the importance of English in the current era, apart from eliminating English lessons in the curriculum that was in effect at the time the research was conducted. Due to the curriculum policy in effect at that time, limited time was a bit of an obstacle for teachers to teach English thoroughly, English learning was only carried out in 1 meeting for 30 minutes x 2 hours of lessons, in other words English learning was only carried out for 1 hour a day. a week. Plus used the daily method. The daily method used by English teachers in class 4 turned out to be very monotonous when used to teach English, so that students felt bored and this results in students became lazy and not liking English lessons the average score on the speaking test for students in the pre-cycle stage was 34.1%. As a comparison, the average test achievement indicator that researchers expect is 75%, and the minimum completion criteria obtained is 65%. For comparison, the results obtained are still 0%. From these results it is known that students have problems memorizing vocabulary. Interviews with teachers support other issues. From the teacher interviews described previously, existing problems make it more difficult for students to understand English. This is a problem that needs to be addressed by researchers in cycle 1 planning to prepare everything such as learning strategies, student assessments, observation sheets and learning materials by applying the suggestopedia method which is expected to improve students' ability to enrich vocabulary.

<https://jipipi.org/index.php/jipipi>

The cycle 1 stage, the researcher reflected on these activities. The required success criteria are the passing grade 65%, test score 75% and observation score 70%. Meanwhile, in this cycle, after carrying out tests and observations, the resulting data was 56.9% for test scores and 56% for observation results. It can be seen that the test and observation scores are still below the passing grade and have not reached the specified success criteria. From the results of observations, it can be seen that learning activities was still not conducive and disciplined. The interview results also show that students still don't like learning English and feel that English is difficult and many students still felt bored. Students also did not like and understand the method used. This is because the media used is less varied because it only allows students to see pictures and understand for themselves, so the learning atmosphere is less conducive. So, the lack of variety of media used is a weakness of this method. Even though this method has shortcomings, compared to the methods used previously, the suggestopedia method is more effective in increasing students' vocabulary. The presence of pictures stimulates students' brains to remember the vocabulary listed more than the monotonous method of memorizing. It can be concluded that the advantage of this method is that image media can increase students' vocabulary compared to the previous method. However, the limited used of images and a lack of media variety made learning activities less conducive and disciplined, this is a weakness of this method. In other words, the weakness in cycle 1 in used the suggestopedia method is that learning activities are less conducive and disciplined because the media used is less varied where students are only left to understand the images independently and researchers only make observations. With weaknesses and test results and observation results that have not reached the specified success criteria, cycle 2 will be implemented.

The cycle 2 stage. Based on the results of the data obtained in cycle 1 stage, it can be explained that the data did not meet the requirements to pass the success criteria, and the media is less varied, so the researcher decided to carry out cycle 2, It can be seen from the test table and previous observations that all students experienced an increase in their scores. For the test results in cycle 2, the percentage of test scores obtained was 79.3% compared to the previous result of 56.9%, where in cycle 2 all students had completed the minimum score compared to cycle 1, no one had achieved the minimum score, it could be said that in cycle this is increasing very rapidly. The final observation result was 84% from the previous 56%, it can be said that the observation value increased significantly, the class conditions were more conducive and active in cycle 2 compared to cycle 1. Therefore, in cycle 2 students could be declared complete in accordance with the previous researchers' expectations, all the student's score is above the minimum score and meets the specified score standards. This means that by adding media to the suggestopedia method, it creates a more active and conducive learning atmosphere and makes all students meet the minimum completeness score and meet the research target score, therefore, cycle 2 is declared successful and will not continue with the next cycle.

From the data above, it can be seen that the average score in the pre-cycle test is 34.1% and all students' scores still do not meet the minimum score completion requirements and have not reached the expected target score. The average score in cycle 1 was 56.9%, it did not reach the expected target score and did not meet the minimum score completion requirements, likewise the scores of all students were still below the minimum score completion and did not meet the expected target score. However, compared to the pre cycle stage, in cycle 1 stage there has been development and progress, because the value has not met the requirements then it continues in cycle 2 stage. In cycle 2 the resulting average value has reached the minimum value and has reached the specified target value. , all students' grades in cycle 2 have achieved the minimum grade and achieved the specified target grade. based on an agreement with the English teacher regarding observations that were carried out thoroughly regarding the classroom atmosphere. The average value results to show the average results of each student. Therefore, it can be seen that the average value of observations in cycle 1 is 56%, where the results of this value have not reached the specified target value. The average observation value in cycle 2 was 84%, this result has met the specified target value. From

<https://jipipi.org/index.php/jipipi>

the results of the cycle 1 observation value of 56% and the cycle 2 observation value of 84%, it can be said that the value has increased and developed rapidly.

From interviews with 5 random students, it can be concluded that before learning using the suggestopedia method was implemented, there were still many students who felt that learning English was very difficult and felt boring because the method used previously was very monotonous, students only wrote English vocabulary in books without being taught the correct pronunciation. so students feel it is quite difficult to learn, so many students don't like learning English.

After carried out English learning using the suggestopedia method, most of the children liked learning using this method, students also no longer felt bored in learning because the learning atmosphere was fun and structured with the existing media. Most students already like English lessons and do not find it difficult to learn English, because in learning using this method students are indirectly stimulated to memorize vocabulary. Based on the results of the average test value in each cycle, the results of the observation value also increased. The results of the test scores and observation scores in cycle 1 both have not met the minimum score and have not reached the specified target score, while in cycle 2 the results of the test scores and the results of the observation scores have both met the specified target score and have exceeded completion. minimum value. Because in cycle 2 the target value had been met, the research stopped in cycle 2 and was not continued in the next cycle. And it can be concluded that the use of the suggestopedia method is effective in increasing and enriching English vocabulary for students. In other words, this research hypothesis is correct and the research is successful and can be justified.

CONCLUSION

Based on the findings and discussion, the researcher concluded that the suggestopedia method could enrich students' English vocabulary. The conclusions were obtained by researchers are an increase in the number of English vocabularies for students after implementing the suggestopedia method can be seen from the following instruments, namely observation checklists, speaking tests, and interviews. Based on observation data, there was an increase in each cycle, in cycle 1 it was 56% and in cycle 2 it was 84%. For the test there was also an increase, in the pre-cycle it was 34%, then it increased in cycle 1 by 56.9% and finally it increased in cycle 2 by 79.3%. This increase data is also supported by interviews with students who gave negative comments about not liking English lessons to positive comments about liking English lessons. The researcher combines all the data obtained so that the researcher can conclude that the application of the suggestopedia method can enrich the vocabulary of students at Pacarmulyo 1 Elementary School. Researchers carried out several stages in the process of enriching English vocabulary for students. These stages include pre-cycle, cycle 1 and cycle 2. First, the researcher conducted interviews with English teachers at the pre-cycle stage to find out the initial conditions of class VIII students in speaking English. Then the researchers carried out a test to find out how much the students knew the vocabulary taught by the English teacher. In cycle 1 the researcher applied the Suggestopedia Method by providing learning media in the form of pictures provided by the researcher which were then displayed on the classroom wall, after that the researcher assessed the vocabulary results with a test and the researcher carried out observations and interviews. Reflection on the results of cycle 1 still does not meet the criteria, therefore cycle 2 needs to be carried out to meet the score criteria set by the researcher. Planning was carried out in cycle 2 to reduce the weaknesses in cycle 1. In cycle 2 the researchers still applied the suggestopedia method with the same image material and added other media such as music and songs related to images. The researcher reassessed the vocabulary test results that the students remembered and the researcher carried out observations. The results in cycle 2 experienced a significant increase.

<https://jipipi.org/index.php/jipipi>

Researchers also interviewed the five students again; their responses were positive in liking English lessons. From cycle 2 it can be concluded that research using the suggestopedia method can increase students' English vocabulary.

REFERENSI

- Alfiani, Anggita. 2017. "The Effectiveness of Suggestopedia Method on Students' Vocabulary Mastery." 01(02): 1.
- Bakhromova, A. 2022. "Suggestopedia As an Important Method of Teaching Vocabulary." *Central Asian Journal of Literature, Philosophy and Culture* 03(06): 91–93.
- Buntara Adi Purwanto, and Arina Noviyani. 2024. "Improving Eight Grader Students' Vocabulary By Using Love Song." *Classroom Experiences* 2(1): 9–18. doi:10.59535/care.v2i1.206.
- Evy Tri Widyahening, Ch, and MH Sri Rahayu. 2021. "Pembelajaran Kosakata Bahasa Inggris Dengan Media Cerita Rakyat Bagi Siswa Kelas V Sekolah Dasar." *Jurnal Komunikasi Pendidikan* 5(1): 108–23.
- Fachturrozi, FAiz, Mahyudin, Ert. "Pengertian Metode Sugestopedia." : 10–38.
- Julianto, Bagus, and Tommy Yunara Agnanditiya Carnarez. 2021. "Faktor-Faktor Yang Mempengaruhi Organisasi Professional: Kepemimpinan, Komunikasi Efektif, Kinerja, Dan Efektivitas Organisasi (Suatu Kajian Studi Literature Review Ilmu Manajemen Terapan)." *Jurnal Ilmu Manajemen Terapan* 2(5): 676–91. doi:10.31933/jimt.v2i5.592.
- Kepakaran, Kelompok, and D A N Layanan. 2021. "Pengayaan Kosakata."
- Pane, Aprida, and Muhammad Darwis Dasopang. 2017. "Belajar Dan Pembelajaran." *FITRAH: Jurnal Kajian Ilmu-ilmu Keislaman* 3(2): 333. doi:10.24952/fitrah.v3i2.945.
- Prihartini, Yogya, Wahyudi Buska, and Nur Hasnah Nur Hasnah. 2020. "The Implementation of Suggestopedia Method in Arabic Teaching for Qirā'ah." *INNOVATIO: Journal for Religious Innovation Studies* 19(1): 27–42. doi:10.30631/innovatio.v19i1.76.
- Putri, Ummul Hanifah. 2019. "Efektivitas Dan Efisiensi Pembiayaan Pendidikan."
- Rahayu, Yuda, and Erma Astutie. 2018. "Peningkatan Kemampuan Berbicara Bahasa Inggris Siswa Kelas VII SMP Negeri I Kota Blitar Melalui Games (Kalender)." *Jurnal Pendidikan : Riset dan Konseptual* 2(1): 45–56.
- Rizkiani, Firliah. 2021. "Efektifitas Penggunaan Media Gambar Dalam Pembelajaran Vocabulary Kelas VII (Studi Pada SMP 1 Kota Bima)." *Jurnal Ilmu Sosial dan Pendidikan (JISIP)* 5(4): 2598–9944. doi:10.36312/jisip.v5i4.2639/http.
- Sahrawi, Sahrawi, Maliqul Hafis, Dian Shinta Sari, Desi Sri Astuti, and Senny Wiyanti. 2018. "Pengajaran Kosakata Bahasa Inggris Menggunakan Games Untuk Menarik Minat Belajar Siswa Smp Awaluddin." *GERVASI: Jurnal Pengabdian kepada Masyarakat* 2(2): 166. doi:10.31571/gervasi.v2i2.1005.

<https://jipipi.org/index.php/jipipi>

Sondakh, Delfina Christie, and Mega Febriani Sya. 2022. “Kesulitan Pembelajaran Kosakata Bahasa Inggris Tingkat Sekolah Dasar.” *Karimah Tauhid* 1(3): 346–51.

Yulizar, Ismi. 2022. “Mengapa Bahasa Inggris Menjadi Mata Pelajaran Wajib Di Indonesia.” : 1.