



Utilizing Suggestopedia Method in Teaching English Grammar

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Abstract. This study aims to analyze and examine the use of the suggestopedia method in teaching English Grammar as one of the primary methods for understanding Grammar material. The research method used is a descriptive qualitative approach with the type of case study. The research location is in the Al Hamidiyah area of the Nurul Jadid Islamic boarding school student cottage and for research subject in special classes for student linguistics including two language teachers as primary informant subject and one student as secondary informants subject. Meanwhile, the data collection used in this study included direct observation and unstructured interviews in determining the data's accuracy. The data analysis technique consists of the stages of collecting data, preparing it for analysis, analyzing it, and then concluding the analysis. The results obtained from the application of the suggestopedia method are the increasing understanding of students in participating in Grammar lessons because students are invited to understand the core of the material in an enjoyable and calming way, namely by good class arrangement and being given soothing music accompaniment. The implication is that students' understanding of learning can be achieved with variations in the learning carried out by the teacher so that students do not feel anxious and enjoy themselves in class.

Keywords: *Suggestopedia Method, Grammar Teaching*

Introduction

Various languages are used worldwide to communicate, but English is an international language (Mutmainnah & Fitriani, 2021). English is a global language, such as art, science, humanities, travel, social sciences, and trade (Mustajadli, 2020). It shows how important it is to master a foreign language, especially English, as an introduction to student academic success and to support one's career in the world of work (Yani et al., 2018).

In learning English, it is necessary to master excellent and correct grammar (Grammar) because learning is a fundamental element used in every language skill, whether speaking, writing, reading, or listening (Çiftci & Özcan, 2021). However, in this learning, many problems arise in students' mastery of the material. The main problem in learning English is the lack of students' mastery of grammar, especially about how to compose sentences and use suitable conjunctions and verbs according to changing times (Visakha, 2019; Qasem & Asaad, 2019).

The lack of mastery of the material is not only caused by a person's lack of responsiveness in understanding the Grammar material, but these obstacles also occur because of anxiety, fear of being wrong, and fear of trying and practicing the material they have learned. For this reason, the task of a teacher is not only to transfer materials to students, but a teacher should also be able to actively involve students in the learning process by actualizing their own learning experiences (Abdullah, 2017). In addition, creating a conducive and relaxed or pleasant atmosphere is equally important. The learner's thinking should be made as calm, relaxed, and open as possible so that materials that stimulate the sensory nerve can be quickly received and retained for an extended time (Anggraeni & Alpian, 2018).

Article info:

<http://journal.iaincurup.ac.id/index.php/english>

Received 24 December 2022; Received in revised form 10 April 2023; Accepted 10 May 2023

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In this case, one of the special areas for female students in the Nurul Jadid Islamic Boarding School, Paiton, Probolinggo, East Java, took the initiative to use the suggestopedia method in learning English grammar. It is done considering that many female students have difficulty understanding the material, disapproval and lack of conducive classroom atmosphere, which triggers the emergence of problems when the material is presented. Therefore, even though the area has a pesantren background, the teaching staff always apply new methods that are more creative and interesting, making it easier for students to master the material.

In this research, the author uses the suggestopedia method to overcome the problems in learning English Grammar above. The Suggestopedia method was developed by a Bulgarian psychotherapist, Georgi Lozanof, in 1975, who was researching the effect of the application of Suggestology (a science that studies non-rational influences on human behavior) on the mastery of foreign languages (Mustapha, 2018; Waluyo et al., 2018). This suggestopedia method is a learning method that can influence students in certain ways and at a simpler level to create a feeling of enjoyment and calm in the learning process for students (Bali & Arifa, 2022). The suggestopedia method is also one of the language learning methods that emphasize a relaxed and encouraging learning atmosphere (Nurfadhilah & Abidah, 2022)

The suggestopedia method is also widely implemented by teachers at both the junior and senior high school levels. The research identification results show that the suggestopedia method can improve students' skills, activeness, confidence, and enthusiasm in learning Arabic (Nurfadhilah & Abidah, 2022). The results of the research on English tutoring for elementary school students also showed that the percentage of students' understanding had increased in each cycle with the application of the suggestopedia method (Karabacak, 2021). The method that Venkanna has used in research to improve students' English reading comprehension also suggests that using the method during the learning process creates a sense of comfort and reduces students' worries (Supreme, 2020). The analysis results also explain that the suggestopedia method has implications for learning Arabic writing skills at the *mutaqoddim* (*insya'*) level based on six aspects: learning objectives, learning techniques, learning strategies, learning media, from the learning environment, and learning levels (Invoice, 2020).

The descriptions of several research results above only focus on the development of speaking, reading, learning mathematics, and learning Arabic. There has been no research that only focuses on teaching grammar, for that researchers want to use the suggestopedia method in different teaching, namely teaching Grammar material. Because to achieve optimal English language skills, professional language instructors (Grammar) must provide a balanced portion of mastery of material and practice. (Susanthi, 2020).

This problem is not only felt by students at the junior high school and high school levels, but it is also often experienced by students at the college level. This is evidenced by the results of observations in the Nurul Jadid Islamic boarding school student area, where on average students seem to have difficulty when asked or answering questions about grammar. They admitted that they had difficulty remembering and confusion when the teacher delivered the material.

From the explanation above, the author aims to provide problem-solving for students' misunderstanding and difficulties with English grammar, which students usually consider as material that is difficult to understand and remember. The thoughts of students who think it is difficult to understand the Grammar material want the author to change it by using this suggestopedia method. All the material is accessible if students enjoy the material presented, and the teacher can convey the material in a relaxed, straightforward manner but easy for students to understand.

Theoretical Framework

Suggestopedia Method

Suggestopedia is developed strategy by Lozanov a Bulgarian psychologist, he thinks that factor the main obstacle study students, including study language and literature, is obstacle psychological. Lozanov believes that successful lessons must be touching level lower-aware students (Herman et al., 2018). In the implementation method suggestopedia, this can be done with drama, activity physical, and music at moment the lesson take place. So the technique of relaxation and selected concentration could help students to open sub-consciousness as well as help them dominate many vocabularies new and structure others.

Suggestopedia includes a method able learning to influence participants to educate in thing learning, and life student experience emotions, which is very important, and even possible important in Settings academics because emotion modulate almost every aspect of cognition and connected perception direct with him (M. A. L. I. Mustapha, 2018). Also with participants ' happy education moment activity learning going on, happiness is an element important in the pross of learning because things could take effect convenience they moment accept the material.

Method this could create an atmosphere interesting and fun. So, participants educate will tend more open in carrying out the learning process that has been mastered (Bali & Arifa, 2022). In basic mind man that able to be directed or set by other people with method gift suggestions, as for things to do to create thoughts above that is with bringing a sense of comfort, relax so that conditions soul becomes calm so that mind will open and easily accept something (thing) that is given as well as capable withhold her memory in a relatively long time (Fakturmen, 2020).

English Grammar

The definition of grammar is learning about how words dan components are joined so that it becomes a sentence. However, not a few people sometimes describe grammar as the " rules " of language. For example, in a language such as big street, the words are car and truck, but system language signs and mark the way that gives know people are driving on it where to go and how method driving. Without signs road, road Raya big will with fast become chaotic. Without system language, anything can produce a sort of communication basic, but no will could form more ideas complex into words (Rossiter, 2021).

Mastery of grammar will influence the mastery Skills of somebody in speaking. Therefore, when somebody wants to learn a language formally understand what that grammar is eye must learn and study by deeply. What're students with distant educational levels are more complex compared to students in school medium. The whole participant's education needs to be given adequate grammar as well as more complex so that they have the ability good language related to the mission academic more complex (Rachmawati, 2022)

Grammar teaching is available three must field considered, system language as rules, order language as shape, and system language as the source. So that can be concluded that grammar has some part system language for example words, sentences, paragraphs, nouns, verbs, and sign read. Not only thing, but Grammar is also one claimed aspect that can make something meaningful in a writing. Grammar has a role in the professional world because grammar skills will deliver somebody who can understand language orally and write with good in handling clients and document professional (Singodiwongso & Susilawati, 2021).

Material and Method

In reviewing this topic, the researcher used a qualitative descriptive approach to collect all the information and data needed to improve students' understanding of learning, especially grammar. More specifically, this research uses a case study type to understand the problem in depth by bringing together various sources of information (Habsy, 2017). Furthermore, this type of research was chosen to describe a condition in a context in detail and depth (Luthfiyah, 2020). As a case study research, the research location is in the Nurul Jadid Islamic boarding school, a student boarding school in the Al Hamidiyah area, Paiton District, Probolinggo. To

be precise, the research was conducted in a student linguistic class. In this study, the informants who became the research subjects were Ustadzah Roisah Annuriah Khalilah, Suci Wulandari, and Halimatus Sa'diyah, as language program teachers became primary informants. At the same time, Izza Afkarina becomes a secondary informant as a student.

Meanwhile, the data collection method carried out unstructured interviews and observations. Unstructured interviews are free interviews without any interview guidelines that have been prepared entirely and systematically (Untari, 2020). The observation is done by observing the object of research, asking questions, collecting data, then making conclusions from the data that has been compiled (Setiana, 2018). From the interviews and observations, the researchers carried out data analysis techniques consisting of stages of collecting data, reducing data, presenting data, and concluding the analysis (Syah & Sofyan, 2021). At the data reduction stage, the researcher tries to select, simplify, and summarize rough notes during interviews and direct observations (Rijali, 2019).

Results and Discussion

Results

Stages of Utilizing the Suggestopedia Method

The stages of implementing the suggestopedia method are as follows; First, the teacher prepares the lesson. After that, the teacher must prepare the learning materials and media used. The teaching materials used for the Grammar material are in the form of a Grammar book from Betty and some examples of questions related to the material. While the media that are usually used are sound systems and soothing classical music. Second, the teacher arranges the class and chooses a quiet place away from the noise. Third, the teacher starts learning by delivering the material and reading it. During the learning process, the teacher casually adds soothing accompaniment to calming music that can make students relax, relaxed and comfortable when listening to the material. The competencies that female students must achieve at the end of the material include; a.) knowledge (understanding and essential information contained in a chapter). b.) skills (students' ability to master the material). Fourth, while providing opportunities for students to understand what they are learning, the teacher is sharing problems by asking students to convey the problems and difficulties obtained after the material presentation, then provide solutions. The teacher delivers the material for 2-3 meetings. In Grammar lessons, each chapter, on average, consists of 2 subchapters. Each sub-chapter is usually explained in one meeting or 2x30 minutes. Fifth, The teacher asks students to review in their own language and practice what they know by making different examples of the material that has been conveyed then asking students to do assignments at the end of the meeting.

If a plot is formed, then the application of the suggestopedia method in the AI Hamidiyah area can be seen in Figure 1 below:

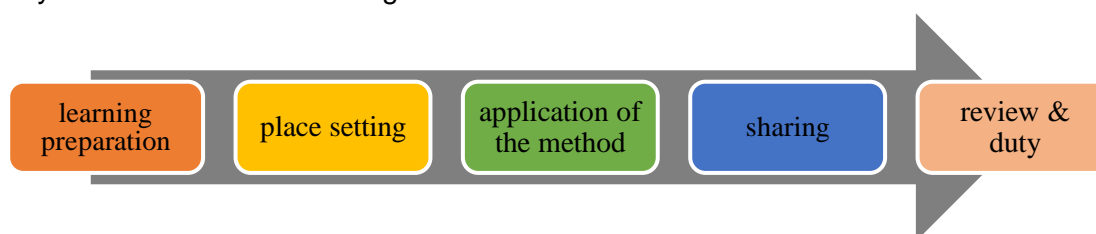


Figure 1.1 Application Flow of the Suggestopedia Method for Learning English Grammar

From the application of the suggestopedia method that was applied in the AI Hamidiyah area of the Nurul Jadid student boarding school, other teachers said that most of their students had progressed in participating in Grammar learning. It can be seen when 75% of female students experienced an increase in Grammar scores, with the enthusiasm and activeness of female students in participating in lessons reaching 80%.

From some of the changes obtained by the Grammar teacher for the students mentioned above, it can be seen that the Grammar learning model, carried out by utilizing the suggestopedia method, can improve understanding and mastery of Grammar material. The following is a picture of the research framework:

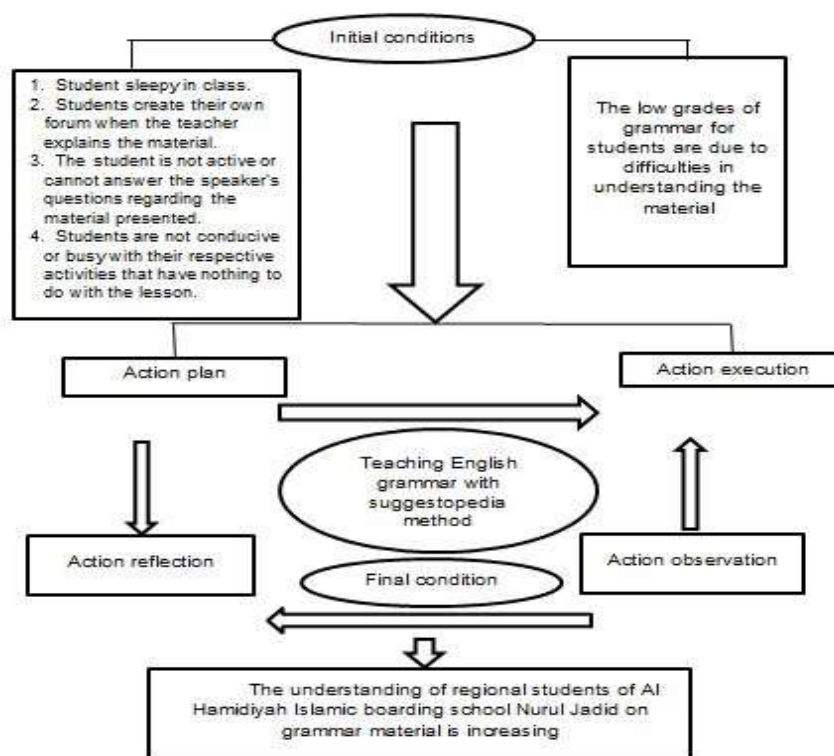


Figure 1.2 Research Framework

Discussion

This research focuses on the suggestopedia method's use in teaching grammar to female students in the Al-Hamidiyah area of the Nurul Jadid Islamic boarding school. Because, from the results of observations made in the field, students from the Al-Hamidiyah area of the Nurul Jadid Islamic Boarding School often do not enjoy, are frustrated, and find it difficult to understand the Grammar material. Overcome the difficulties of female students in understanding the learning Grammar material in the Al Hamidiyah area of the Nurul Jadid Islamic Boarding School, the effort made by the teacher is to use the suggestopedia method. The grammar material linguistic program teacher said that the suggestopedia method could overcome the difficulties of female students in understanding the Grammar material (Sa'diyah, 2022). It can be seen from the student's achievement at the end of the lesson, which was deliberately carried out by the teacher.

In this context, the method applied is the suggestopedia method. Diane Larsen Freeman said that the Suggestopedia Method was implemented by making students as comfortable as possible. The ideal is lounge chairs, soft lighting and music available to create a relaxing environment (Handoko, 2021). This method was chosen considering suggestopedia can make students understand grammar which is used as a set of rules to form language so that it has meaning or can be understood (Anggraini et al., 2020). Of course, suppose a material is delivered in this way. In that case, students who listen to the explanation of the Grammar material will also not feel bored and even want to know the following material without feeling pressured (Sahidah, 2019).

The increase in student grades and activity can be obtained because female students are made as enjoyable as possible and are required to re-deliver the core material in their

way. It is also because the delivery of material using the suggestopedia method will make female students more interested, so it triggers them to give a positive response in the form of listening to the material explained (Ordu, 2021). When female students are interested in listening, that will become their motivation to be more enthusiastic about learning Grammar material. Thus, the learning outcomes obtained can also increase.

Significantly, the Grammar teacher explained some of the changes that the teacher got to the female students after applying the suggestopedia method in learning grammar, including the following: (Sa'diyah, 2022); First, students are increasingly diligent in noting essential points from the material presented by the teacher because they are required to do assignments and re-deliver the material in their way. It can make the class more conducive. Conducive classes can provide support and resilience for learning so that the quality of their learning increases (Baharun & Zulfaizah, 2018). Second, students can understand the core of the material and directly practice the materials that have been conveyed well. Third, the suggestopedia method can attract thoughts, ideas, and feelings of synergy into student learning strengths (Fakturmen, 2020). It will then indirectly affect their mindset and actions in the application of English. Third, students are more active in responding to the material presented by the teacher. It is because they want to know the material presented in more depth to be able to do the task and explain the material again correctly.

The suggestopedia method at the Nurul Jadid Islamic Boarding School, especially in the Al Hamidiyah area, is carried out considering that learning Grammar material often makes students think that Grammar material includes learning that is boring, confusing, and frustrating to understand (Sukmawati, 2020). One student from the Al Hamidiyah area said that learning Grammar was challenging to understand because there were too many things to remember (Afkarina, 2022). Even one of the teachers in the Al Hamidiyah area also thought that he was shocked when the children seemed to have difficulty memorizing formulas and were asked to practice the material they had previously learned (Khalilah, 2022).

Here are some types of student conditions when learning grammar (Wulandari, 2022); First, the student falls asleep in class. Second, students create their forum when the teacher explains the material. Third, students are not active or cannot answer questions from the presenters regarding the material presented. Fourth, students are not conducive or busy with their respective activities that have nothing to do with the lesson. These unfavorable conditions are the background for teachers to apply a more effective learning method (Abdullah, 2017).

Conclusion

English as an international language that is growing requires novelty in various aspects of learning, one of which is the aspect of the learning method used. The Suggestopedia method's presence in education can be utilized as much as possible to improve students' ability to understand Grammar material. With this method, the Grammar learning process can take place comfortably and relaxed so that students can understand, practice, and master grammar well in English. Based on the results of this study, it can be concluded that the use of the suggestopedia method in teaching English Grammar to female students gives significant results so that female students not only understand but can also practice language theory and can use language well by the rules.

Acknowledgement

Acknowledgments are given to Dr. ABDUL AZIZ WAHAB, M.Ag as Rector of ZAINUL Hasan Genggong Islamic University and KH. ABD HAMID, M.Ag as Rector of Nurul Jadid University. Our thanks also be given to Ms. WAHYU LESTARI, M.Pd as the dean of the Scientific Teaching faculty, Mr. LOVIGA DENNY PRATAMA S.S M.Pd, HASAN BAHARUN, M.Pd AND FATHOR ROZI, M.Pd as the supervisor of MBKM santri First generation. .

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