The Effect of Suggestopedia Method on Young Learners' English Vocabulary Achievement at Destawan Hindu Orphanage

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Abstrak

Bahasa Inggris adalah bahasa yang sangat penting untuk diajarkan dan dipelajari karena saat ini digunakan oleh miliaran orang di seluruh dunia dalam berbagai aspek kehidupan. Itu membuat orang di seluruh dunia dengan bahasa Inggris sebagai L1, L2, dan juga bahasa asing perlu belajar bahasa Inggris juga khususnya Indonesia. Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan dari penerapan metode Suggestopedia terhadap pencapaian kosa kata pelajar muda. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen semu. Populasi penelitian ini adalah anak-anak panti asuhan Hindu Destawan. Sampel penelitian ini adalah 10 anak yang tergolong pelajar muda (usia 7-12). Data dikumpulkan melalui pretest-posttest yang meliputi 20 MCT. Data kelompok eksperimen dan kontrol dianalisis menggunakan independent sample t-test dan ukuran efek delta Glass. Temuan tersebut mengungkapkan bahwa skor rata-rata kelompok eksperimen lebih tinggi daripada kelompok kontrol dengan ukuran efek delta Glass yang besar (2,98 lebih dari 0,80). Kesimpulannya, penerapan metode sugestopedia memiliki pengaruh yang signifikan terhadap pencapaian kosa kata pelajar muda.

Kata Kunci: *Metode Sugestopedia, Penguasaan Kosa Kata Bahasa Inggris, Pembelajar Muda, Panti Asuhan*

Abstract

English is a very important language to be taught and learnt because nowadays it is spoken by billions of people worldwide in many aspects of life. It makes people across the globe with English as L1, L2, and also foreign language need to learn English as well especially Indonesia. This study aimed to investigate the significant effects of the Suggestopedia method implementation on young learners' vocabulary achievement. This study applied a quantitative method with a quasi-experimental design. The population of this study was children at the Destawan Hindu orphanage. The sample was 10 children classified as young learners (ages 7-12). Data were collected through a pretest-posttest which includes 20 MCTs. The experimental and control group data were analyzed using an independent samples t-test and Glass's delta effect size. The finding revealed that the mean score of the experimental group was higher than the control group with a large Glass's delta effect size (2.98 more than 0.80). In conclusion, the implementation of the suggestopedia method has a significant effect on young learners' vocabulary achievement.

Keywords: Suggestopedia Method, English Vocabulary Mastery, Young Learners, Orphanage

1. INTRODUCTION

English is a very important language to be taught and learnt because nowadays it is spoken by billions of people worldwide in many aspects of life (Kusuma, 2022; Melitz & Toubal, 2014; Nunan, 2020). It makes people across the globe with English as L1, L2, and also foreign language need to learn English as well especially Indonesia. Even English already becomes a mandatory language to be taught in K-12 system in Indonesia, the English proficiency index (EPI) of Indonesian is thoroughly low. Based on the EF report, from 24 countries in Asia continent, Indonesia got rank 14th and from 112 countries spreaded within 5 continents, Indonesia got a rank of 80th. The rank earned is gradually decreased from 2016 until then. This data depicts how English is poorly engaged among Indonesian. And the potential factors underlying this to be happened are the lack of students' interest in learning English in school because it is delivered with less-engaging method (Kassing, 2011; Mbato, 2013; Sulistiyo, 2016). Besides that, unlike the other EFL country like India, English in

Indonesia is rarely spoken in communicative purpose, but examination purpose to pass the grade. So, it is not surprisingly shocking if Indonesia got low range of English proficiency.

As English is rarely spoken in everyday life, the English learners in Indonesia have difficulties to acquire the language especially vocabulary (Hidayati, 2020; Nurmala Sari & Aminatun, 2021). With the lack of vocabulary, the learners cannot speak something inside their mind. Moreover, the vocabulary mastery teaching in Indonesia mostly still use word list grammatical translation method which is an old and less-fascinating method that is not in line with the characteristic of alpha young learners nowadays (Galti, 2017; Hidayati, 2020). Alpha learners is a term for learners who are born between 2010-then. Despite of living with a lot of modern entertainments and smart technologies around at a very young age, recent study which published by Society for Adolescent Health and Medicine in 2019 revealed that this generation has higher mental health issues rates than previous generation. The study found that depression, anxiety, and suicide cases among them doubled over period (Duffy et al., 2019; Li, 2020). Those mental health issues affect performance in learning (VanderLind, 2017). So that is why it is important to provide learners (especially young learners) a broader chance to use English by teaching them using dynamic, engaging, entertaining, and relaxing method that can make they are comfortable and used to speak English from younger age. In this case, there is a language teaching method which fit in to these criteria, namely Suggestopedia Method.

Suggestopedia is a language teaching method developed by Georgi Lozanov, a Bulgarian psychiatrist-educator, in 1970s (Bakhromova & Ergashev, 2022). It is a method of teaching a foreign language in which students learn faster by being made to feel relaxed, interested, and positive. Suggestopedia brings a specific set of learning recommendation which is derived from where Lozanov stands for, that is, Raja Yoga and Soviet psychology (Ivanova & Dimova-Severinova, 2021). He believes that human beings respond to unconscious influences with consciousness and concentration. The teaching methods used on Suggestopedia (in foreign languages and other academic subjects) are entirely unique from all other teaching strategies. Suggestopedia, which incorporates research or ideas into pedagogy, was created to assist students in removing the belief that they cannot succeed and, thus, assist them in removing learning obstacles (Cahyono, 2011). Additionally, a recommendation may have a favorable or bad impact on the outcome of a student's learning experience. This method uses humanism approach that can lead students to be happy, confident, and not afraid to speak English (Ivanova & Dimova-Severinova, 2021).

However, there are some relevant studies related to this research. Previous study administered an experimental classroom research about Suggestopedia method to teach vocabulary to primary school pupils (Bakhromova & Ergashev, 2022). The findings showed that suggestopedia method could be an effective method to teach vocabulary to primary school pupils. Suggestopedia method is also applied for teaching vocabulary on differently-aided students in the quantitative research that demonstrated Suggestopedia instruction may be made enjoyable and stimulating for children who receive special education services, enabling them to realize their ambitions for a better future (Viswanath et al., 2022). Furthermore, another study embedded mixed-method research includes quasi experimental pretest-posttest for secondary school students' vocabulary mastery and questionnaire for teacher (Haddad et al., 2018). That study aimed to investigate the effect of suggestopedia on secondary students' vocabulary mastery and how it influences the teacher's attitude. The finding showed that Suggestopedia method significantly improved students' vocabulary mastery and the questionnaire survey showed that the teacher had positive attitudes. Then, pre-experimental research investigates the effect of suggestopedia method on vocabulary mastery of primary school students (Galti, 2017). The study's conclusions showed that the Suggestopedia method greatly raises student performance. Therefore, the suggestopedia

technique may be a successful way to teach vocabulary to Nigerian primary school students. However, the current study is quantitative research which applied quasi-experimental pretest-posttest design with 10 young learners in orphanage as samples.

The use of the Suggestopedia method in TEFL which focuses on vocabulary mastery for young learners is a very interesting thing to explore. The implementation of teaching vocabulary mastery with the suggestopedia method in the context of teaching young learners in an orphanage has never been done before. And, this study was conducted to analyze the effect of Suggestopedia method on young learners' English vocabulary achievement at Hindu Destawan Orphanage Sawan.

2. METHOD

This study applied quantitative method including quasi-experimental design. This study aimed to investigate whether the implementation of Suggestopedia method have significant effect on young learners' English vocabulary mastery or not at Hindu Destawan orphanage. This research was conducted 3 weeks with a total meeting of 5 meetings/week. The population of this research were children at Hindu Destawan orphanage, and the samples were 10 young learners (age 7-12) at Hindu Destawan orphanage. They were divided into 2 groups (5 learners/group) as experimental group and also control group. Every session conducted for 45 minutes for both groups.

Table 1. The pretest-posttest phases

Group	Test	Treatment	Test
Experimental	Pre-test	Learning using Suggestopedia Method	Post-test
Control	Pre-test	Learning not using Suggestopedia method	Post-test

Table 1 demonstrates that both groups received a pre-test and post-test, but they underwent various therapies. Only the experimental group received the Suggestopedia Method therapy; the control group received the traditional or non-Suggestopedia treatment. The aim of the study was to determine whether young students who received Suggestopedia Method treatment might score better than those who received conventional or non-Suggestopedia Method treatment.

A pre-test was used to assess the vocabulary proficiency of the young learners in the experimental group and the control group before to the intervention. A pre-test with the same items was given to the samples in both groups prior to the experiment. It was anticipated that there wouldn't be a significant difference in their average scores. The two groups had an equal level of knowledge, in other words. After receiving treatment, pupils took a post-test to gauge their improvement in vocabulary. At the conclusion of the program, the post-test item sheets were distributed to both the experimental and control groups. The post-test follows the same format and contains similar questions as the pre-test. The goal was to determine whether or not the pupils improved in terms of their command of terminology. After the pre-test was given, the treatment was started. The Suggestopedia Method was used to teach the experimental group. The research used the students' literal and interpretive comprehension to grade their vocabulary achievement. By tallying the correct answers and using this method, the test is scored using a score between 0 and 100. $S = R/N \times 100$

There was an instrument used during the research, that was pretest-posttest which includes 20 MCTs. In analyzing the data, the researcher administered independent t-test and Glass's *delta* effect size test. The pre-test and post-test instrument is repeated test. The differences is in the number sequence and also in the answers key option. Before

administering the t-test, the researcher did Shapiro-Wilk normality test and homogeneity test to find whether the data had normal distribution or not as the requirement to conduct t-test. The researcher also administered the validity and reliability test before that conducted with 10 samples who had similarity with young learners at Hindu Destawan orphanage. The Gregory's formula was used to calculate the content validity of the instrument. To obtain the reliability test, the researcher applied Cronbach's Alpha reliability test. The results of content validity of 20 MCTs is 1 which has very high qualification of validity. And the results of Cronbach's alpha reliability test results are 0.903 which indicated that the test had very excellent internal consistency (a ≥ 0.9).

3. RESULT AND DISCUSSION

Result

The students' English learning achievement between experimental group and control group were analyzed using independent sample t-test and also Glass's *delta* effect size using SPSS v.26.00.

Table 2. Pre-test Scores

No.	Experimental Group's Scores	No.	Control Group's scores
A1	65	B1	55
A2	60	B2	65
A3	70	B3	70
A4	65	B4	70
A5	75	B5	75
Total	335	Total	335

The pre-test scores of both groups in Table 2 showed the same total scores of 335, the lowest scores in experimental group are 60 and 55 in control group. The samples were given the pre-test before being taught with the treatment.

Table 3. Post-test Scores

No.	Experimental Group's Scores	No.	Control Group's scores
A1	85	B1	60
A2	80	B2	65
A3	90	B3	70
A4	75	B4	70
A5	95	B5	75
Total	425	Total	340

The post-test scores of both groups in Table 3 showed the different total scores. Experimental group earned a total score of 425, meanwhile the control group earned a total score of 340. The lowest scores in experimental group were 75 and 60 in control group. The samples were given the post-test after being given with the treatment. Then those scores were tested with Shapiro-Wilk normality test before being analyzed with independent samples t-test.

Table 4. Shapiro-Wilk Normality Test

Groups	Statistic	df	Sig.
Experimental	0.987	5	0.967
Control	0.961	5	0.814

According to Table 4, the data in experimental group has p value of 0.967 (>0.05) and the control group got p value of 0.814 (>0.05). It meant that the data had normal distribution to the all groups. After finding that the data were normally distributed, the researcher analyzed the data using independent samples t-test for post-test scores to find the differences.

Table 5. Independent Samples T-Tests of Post-test Scores

Groups	Mean	N	Mean Difference	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Experimental	85.00	5	17.00	7.91	3.54	3.900	0.005
Control	68.00	5	17.00	5.70	2.55	3.900	0.005

According to the result from independent samples t-test of post-test scores from Table 5, the researcher got the mean values of Experimental group' post-test (85.00) and the control group (68.00) with 17.00 points of mean difference. It can be interpreted that there was significant effect between being taught by using Suggestopedia method and not being taught by using Suggestopedia Method on young learners' English vocabulary achievement. Furthermore, the researcher also administered the effect size test to investigate how large the effect of this method. The Glass's *delta* effect size applied because the standard deviation of each group is different.
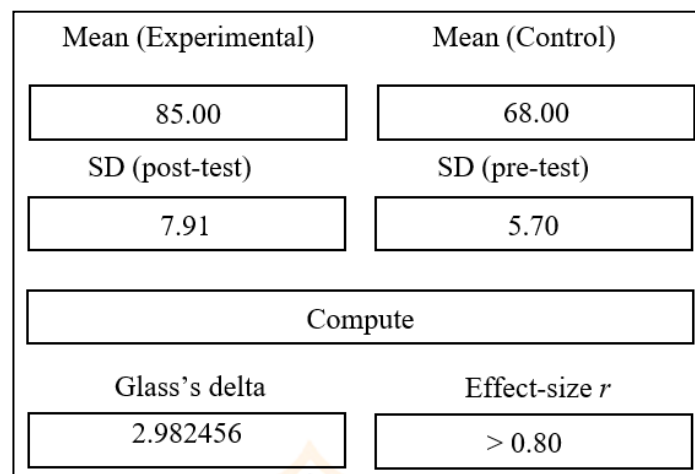

Figure 1. The Effect Size

In the Glass's *delta* effect size test as shown in Figure 2, which uses the results of the post-test scores of experimental and control groups on 10 young learners at Hindu Destawan orphanage showed a result of 2.982456 Glass's *delta* effect size. It indicated that it is higher than 0.80 (2.98>0.80) which means large effect. This large effect proven that the use of Suggestopedia method had large effect on young learners' vocabulary mastery at Hindu Destawan orphanage.

Discussion

The result indicated that the suggestopedia method significantly has effect on young learners' vocabulary mastery. The mean differences between the group being taught by using Suggestopedia method (experimental group) and not being taught by this method (control group) showed a significant difference of 17.00. The mean score of the experimental group (85.00) is higher than the control group (68.00). In addition, based on the Glass's *delta* effect size calculation, the effect of Suggestopedia method to young learners' English vocabulary achievement is large (2.98 > 0.80). These findings lead the researcher to believe that Suggestopedia method has significant effect on young learners' vocabulary achievement.

Additionally, this result has underlying reason based on the previous relevant studies about Suggestopedia method. Suggestopedia was presented in class in an engaging and pleasing manner that may make both students and the teacher feel happy and at ease (Ivanova & Dimova-Severinova, 2021). With such a presentation, the young learners' interest and attention would be drawn in, which would boost performance. This statement is further supported by a study that reducing anxiety and making the information pupils want to hear appealing to them improves performance (Krashen, 1982). The affective filter of the young students in this class may be very low since they find the suggestopedia class to be comforting and inspiring, leading to improved performance. This is described as the effect of affective elements in language learning (Cahyono, 2011; Kirova et al., 2012). When young learners are presented an enabling learning environment they tend to perform better. Additionally, suggestopedia can be a tool for managing students' emotive factors while simultaneously enhancing their intellectual capacity (Lozanov, 1978 as cited in Arnold & Fonseca, 2004). Agreeing with this, the value and efficiency of the suggestopedia method and emphasizing its suitability for teaching young language learners (Galti, 2017).

The young learners were so happy during the session. They were motivated and interested while memorizing the vocabulary using free tones and dancing together relaxing in a very comfortable learning environment. This dynamic, relaxing, and engaging method boost the cognitive and affective of nowadays young learners who are from alpha generation—a generation who don't like boring class with textbook-oriented old-fashioned teaching style (Kusuma, 2022; Prensky, 2011). So, that is why the group that being taught by the Suggestopedia method achieve higher vocabulary mastery achievement than the group that being taught by conventional grammar-translation method.

4. CONCLUSION

In conclusion, there is a significant large effect of the use of Suggestopedia method on young learners' English vocabulary mastery at Hindu Destawan orphanage. This reflected on the results of independent samples t-test which showed that the mean score of experimental groups is higher than the control group (85.00>68.00) with 17 points of mean differences and Glass's *delta* effect size showed the large effect (2.98 >0.80). It means there is significant effect of Suggestopedia method on young learners' English vocabulary mastery.

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