AN EXPERIMENTAL STUDY ON ENHANCING THE LANGUAGE LEARNING AMONG THE STUDENTS WITH SPEAKING ABILITIES THROUGH SUGGESTOPEDIA

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Abstract

In the modern era, learning to speak is one of the more materialistically credential abilities. The significance of developing speaking abilities indicates that educators need to come up with a clever way to motivate their pupils to practice speaking more. Activities based on suggestopedia - based language learning (SBLL) is one of the learning approaches that educators use. Thus, this study examined how well suggestopedia-based language learning might improve student's speaking abilities as seen through the eyes of middle school teachers. A comparable pre-test and post-test control group design was used in an experimental study by the researchers to accomplish the research goal. 75 middle school pupils, split into two groups, served as the study's samples. The experimental class that underwent the SBLL exercises included 33 students. The control classes, which consisted of 32 students, were instructed utilizing the pre-existing instructional activities (eclectic learning concepts). Speaking exams were given to the two groups during the pre- and post-testing sessions. It is believed that the educational background of teachers is a contributing factor that influences student's capacity to speak. Very High as Educational Doctor, High as Educational Master, Moderate as Educational Bachelor, and Low as Non-educational Bachelor are the criteria that were applied in this instance. According to the research's findings, the middle schools can improve their student's speaking abilities by implementing the suggestopedia - based language learning. Moreover, there exists a correlation between the educational background of teachers and the use of the SBLL in middle schools to enhance student's speaking abilities. Thus, it can be said that this study's use of the SBLL improved student's speaking abilities as perceived by middle school teachers with different educational backgrounds.

***Keywords**: suggestopedia learning; speaking skills, Student's attention*

Introduction

Speaking is thought to be the most difficult of the four language skills by the majority of language learners (Sumarsono, Muliani, & Bagis, 2020; Nasution & Sukmawati, 2019). Students who want to speak must become proficient in a variety of interrelated language skills. For example, mastery of language building, vowel reduction, and elision are necessary for fluent speech (Muslem et al., 2019; Mulyono, 2019).Lack of practice with limited speech will make it harder for students to understand native English speakers and/or speakers with accents that resemble native English (Mukiabadi & Squre, 2019; Khodabandeh, 2018). As it goes on in line with Road and Samutprakan's (2019) statement that proficient language use in social interactions is necessary for effective and efficient speaking. This is inclusive not just verbal communication but also the para linguistic components of speech, such as intonation and stress. English as a foreign language instruction has received increased attention from linguists and educators in the past century for a variety of reasons. It suggests that English language learners need to improve their speaking abilities (Herna, 2010; Aprianoto & Haerazi, 2019).

Students should be aware of their speaking abilities as they work to perfect the skill. A proficient speaker is able to cover every competency with the highest possible score. According to Aprianoto and Haerazi (2019), speaking is a complex skill that requires simultaneous communication using a variety of different abilities that frequently develop at different rates. This is because speakers should focus on

four aspects of speaking ability when engaging in speaking activities: pronunciation, grammar, vocabulary, and fluency. Numerous researchers used a range of instructional strategies and media to help students improve these skills (Pranoto & Suprayogi, 2020; Passiatore et al., 2019; Azis & Dewi, 2020).In this study, suggestopedia learning activities were used to help students become better speakers according on the educational backgrounds of the teachers.

The use of music and musical rhythm in the learning process is the primary feature or core of the suggestopedia technique (Richrads & Rogers, 2001). This approach, combined with well-planned learning exercises, helps students feel more at ease. As a result, children have no trouble understanding whatever that a teacher teaches them. It will be nice for students to practice their English without worrying about making mistakes. Additionally, this teaching approach encourages and motivates students to study English with enthusiasm. The Suggestopedia teaching technique is useful for teaching speaking because it encourages students to engage in indirect debate during the teaching and learning process. As a result, pupils are more at ease and fearless when speaking during the learning process.

Through consistent practice, students can improve their English speaking skills in this course. According to Pae (2017) as well as Angelini and Garcia-Carbonell (2019), learners struggle to acquire English because they are terrified of making mistakes. The learner's blood pressure and heart rate increase in this scenario (Galante, 2018; Uztosun, 2020). Pupils encountered an emotional filter or mental obstacle (Angelini & Garcia-Carbonell, 2019). Due to their dread, the learners find it difficult to acquire language because this filter inhibits the input (Galante, 2018). Desuggestion and suggestion work together to reduce effective filter and encourage student's mental capacity to engage in ELT activities. It is consistent with the claims made by Richards & Rodgers (2001) that suggestopedia aims to rapidly produce advanced conversational proficiency.

Researchers employed the suggestopedia approach in light of the speaking abilities to enhance student's speaking abilities. The ultimate goal is to make the process of studying more comfortable for the students by providing them with easy access to the content as a result they can concentrate, understand and freely communicate their opinions, ideas during speaking exercises. The researcher hoped that by employing these tactics, the students would find the information enjoyable, easy to understand, and comfortable to study. Thus, the purpose of this study was to analyse and determine how the suggestopedia approach immensely affected the eighth-grade middle school pupil's capacity to talk.

Literature Review
Speaking Skills
Speaking in the classroom gives teachers the possibility to use language to engage students in real-world conversations, according to Hsu (2019). Teachers usually consider the following when deciding how to organize and teach in speaking classes: who the students are, why they are studying English, and what they hope to learn (Irmawati, 2016; Anugrah et al., 2019). The pupil's present standing and learning environments are the only fundamental factors to be taken into account (Cowie, 2018). This condition may be the consequence of excellent learning outcomes brought about by the classroom setting, the teaching methodology, the technique, the approach, or even by teachers who are unable to effectively present their content (Hanan & Budiarti, 2019).Speaking is therefore one of the most difficult language skills, requiring both confidence and strong skill. The belief is that speaking is the most crucial of the four abilities. Undoubtedly, a widespread complaint among students is that, despite years of study, they are still unable to speak the language (Hayati, 2020). In addition, the pupils do not engage or survive in life since they do not speak English frequently in their social lives (Muliani & Sumarsono, 2019).

Students should be asked to work on their speaking abilities in terms of pronunciation, grammar, vocabulary, and fluency, according to Sudarmaji et al. (2021). As students gain proficiency in speaking, they should focus on improving their speaking abilities (Suparlan, 2021). A proficient speaker is able to cover every competency with the highest possible score. As per Ariani and Tawali (2021), among the four skills speaking is a difficult skill that requires wit of a variety of language abilities in order to facilitate language learning.

Suggestopedia-Based Language Learning

Suggestopedia is designed to assist students in concentrating more on their educational academic activities, such as teaching English to those who are not native speakers of the language. It makes it easier for students to use their systemic unconscious impacts when engaging in classroom learning activities. This approach is likewise focused on managing pupils in the classroom while they are studying (Richards & Rodgers, 2001). As part of the teaching-learning process, students are advised to unwind by, for example, listening to music and taking as many notes as they can on what they hear. This approach is regarded as an efficient strategy or way to remember English vocabulary in speaking classes (Richards & Rogers, 2001; Hall & Cook, 2012).

Lazanov's thesis included a wealth of real-world examples of how suggestions could be implemented in the classroom. Lazanov discovered that the adoption of specific yoga activities in the educational system to promote relaxation and attention is associated with hypermnesia. Using simple factual data, it encourages children to study with their super memories in the classroom. Richards and Rogers (2001) stated that Suggestopedia was initially created as a psychological experiment with the goal of improving memory during the educational process. Suggestopedia is an experiment designed to improve pupil's memory skills. Understanding the material presented in a lesson, such as different songs, involves automation and memorization processes in the teaching and learning process (Tomson, 2015; Higgins, 2009).If the new habits, information, and abilities are not automated and retained so that they may be used as a foundation for additional research, then all training and instruction is useless.

Method

Quasi-experimental design was used in this investigation, which was experimental in nature. There is a lot more control over the research setting in this investigation. To see how some variables affected other variables, additional variables were also changed (Kothari, 2004). Due to the non-equivalent control group design in the pre-test and post-test phase, this study is classified as quasi-experimental. 56 secondary school pupils participated in this study. The research sample consists of all 56 pupils.

Two groups were created from the sample: the experimental group and the control group. The experimental group underwent the SBLL technique of treatment, whereas the control group received care according to the snowball method. The sample is drawn from middle school pupils in the eighth grade during the academic year 2024–2025. Purposive sampling is the method used by the researcher in this study to collect the sample. The samples have a certain set of attributes.

Speaking assessments designed to measure student's proficiency in vocabulary, pronunciation, accuracy, fluency, and grammar in the two groups were utilized by the researchers to gather data for the study. The speaking exam is similar to the ORAT in that it gives pupils certain oral discussion topics. A face-to-face interview or conversation between the teacher and pupils is used to administer oral exams. Students interview the teacher about the picture as an example. The researcher separated scores into many factors in order to score the outcome. These represent the pronunciation, vocabulary, grammar, accuracy, fluency, and understanding scores. Researchers use SPSS equipment to obtain the mean scores.

Using SPSS 19, the researcher calculated all of the data he obtained from data analysis using descriptive and inferential statistics. Researchers concentrated on the mean, median, mode, and standard deviation scores while handling the descriptive statistics. In the meantime, an inferential statistic is an analysis based on sample data that is intended to draw conclusions about the population so that the sample is drawn from. To compute the data in this study, which is an interval obtained from one sample, the researcher employed the t-test. Researchers contrasted the t-test and t-table results. The alternative hypothesis is accepted if the t-test result is greater than the t-table, while the null hypothesis is rejected if the t-test result is less than the t-table (Miller, 2005: 25).

Table 1 The Mean Score of Student's Speaking Skills in Experimental and Control Group

Descriptional Statistical Analysis		Pre-test in Experimental Group	Post-test in n Experimental Group	Pre-test in Control Group	Post-test in n Control Group
N	Valid	28	28	28	

Missing	0	0	0	
Mean	41.39	71.36	41.54	54
Median	42.00	69.00	42.00	56
Mode	32a	85	35a	
Std. Deviation	6.160	9.028	5.847	5.4
Minimum	31	56	31	
Maximum	52	86	52	
Sum	1150	1008	1142	116

Results and Discussion

The purpose of this study is to determine whether the SBLL approach is beneficial in helping eighth-grade students in secondary schools to enhance their speaking abilities as perceived by their teachers based on their educational backgrounds. In an ELT setting, the flexible SBLL technique can help students engage in worthwhile learning activities (Richards & Rogers, 2001; Hall & Cook, 2012). Speaking is the most difficult of the four language skills taught in Indonesian middle schools (Aprianoto & Haerazi, 2019). The research findings and discussion are covered in this section. The researcher employed SPSS 19 software for analogical analysis in order to locate the data. From the pre- and post-test findings, the researchers gathered the student's speaking proficiency. Pre-tests for the experimental and control groups were administered by the researcher. For the experimental group, the researcher used suggestopedia; for the control group, guessing games were used. Following the treatment, the students were given a post-test by the researcher for both groups. In order to collect the statistics, the researcher studied eighth-grade pupils in secondary schools during the 2024–2025 school year. Figure 1 below displays the speaking scores of the students in the experimental group from either the pre- test or post-test.
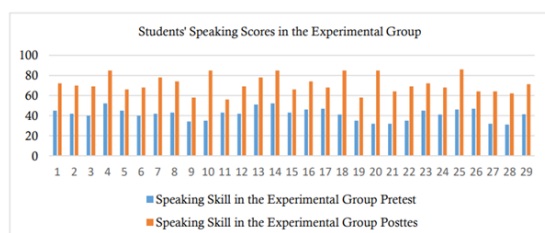
The average speaking score of the students during the pre-test session was 41.1, as shown in Figure 1. It suggests that eighth-grade secondary school kids continue to struggle with their speaking abilities. The speaking abilities of the children improved when they received extra attention using the SBLL approach. It indicates that employing the SBLL approach has a beneficial impact on student's speaking proficiency. It was established that the post-test session's mean score was 71.4. The experimental group's student's speaking abilities were superior to those of the control group. With the SBLL approach, students felt at ease gaining some speaking skills in the classroom. Students are required to train themselves in the rules of phonology, vocabulary, word construction, and sentence formation when using the SBLL technique. It was completed through entertaining educational exercises. According to certain research (Muliani & Sumarsono, 2019; Hayati, 2020; Suparlan, 2021) students who participate in dynamic learning activities have greater opportunities to elaborate and produce their language skills in speaking classes.Students are also assisted with a variety of speaking exercises in the SBLL activities, such as investigating social meaning and grammatical forms in diverse circumstances. The objective of speaking sessions is to provide students with socio linguistic competencies (Irmawati, 2016; Anugrah et al., 2019).

Students that use the snowball method in speaking classes struggle to perform well. This strategy enables pupils to only speak in certain sections. Students do not have a decent opportunity to practice their speaking skills because they are not assigned a comprehensible topic in speaking class. Because of this, the pupil's speaking skills in the control class, which is taught using the snowball approach, were lower than those in the experimental group.

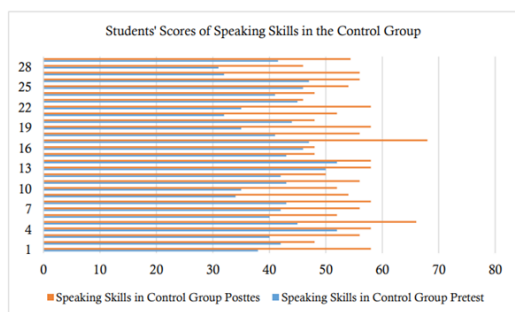Figure 1. Speaking Skills in Experimental Group

Figure 2. Students' Speaking Skills in the Control Group

In the above mentioned figure 2 illustrates the mean score of students in the control group. In certain research, the snowball method was thought to be a useful learning tool to help students develop their language abilities and linguistic aspects in ELT environments.

According to Aprianoto and Haerazi (2019), speaking skills necessitate student's grammatical, sociolinguistic, and discourse competence. In the control group, the mean score of a student's speaking skills in the pre-test was 41.5, while in the post-test, the score was 54.4. While there was some improvement in speaking performance, it was insufficient to achieve the passing grade of 70. The snowball method does not need students to develop certain competencies. Students are simply controlled in performing and completing their speaking responsibilities with a companion. Students can do their responsibilities, but they struggle with their communication skills. Students, for example, are unable to properly pronounce English words, build accurate sentences in speaking exercises, or form correct English terms. It is a different circumstance than the SBLL method implementation. This program provides students with considerable authentic practice in speaking tasks. According to Hanan and Budiarti (2020), students should be provided as many opportunities as possible in speaking class, such as participating in class discussions, having adequate time to connect with classmates and professors, and asking and answering questions. The differences in student's speaking ability achievement between the two speaking learning techniques are shown in Table 1.

Table 2 Result of Independent t-test Analysis

Levene's Test for Equality of Variances					t-test for equality of means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std.Error Diff	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	6.993	.011	8.521	54	.000	17.000	1.995	13.000	21.000
Equal variances assumed			8.521	44.480	.000	17.000	1.995	12.981	21.019

The results of student's speaking skills in the two groups revealed a difference: students who were taught using the SBLL technique had superior speaking skills than those who were taught using the snowball method. Table 1 shows that students taught utilizing the SBLL approach received a passing grade in speaking skills. Students appeared to be able to link units of speech with ease and without unnecessary delay and uncertainty (Aprianoto & Haerazi, 2019; Hanan & Budiarti, 2020). It is supported by teachers with a strong foundation in ELT experiences. It has been demonstrated that the teachers hold a national qualification certificate.The researcher discovered that the mean score of the pre-test experimental group was 41.39, whereas the mean score of the pre-test control group was 41.54. The median score of the pre-test experiment group was 42, the median score of the pre-test control group was 42, the mode score of the pre-test experiment group was 32, the mode score of the pre-test control group was 35, and the standard deviation of the pre-test experiment group was 6.160, while the standard deviation of the control group was 5.472.The findings revealed that students treated with the SBLL approach are highly motivated and interested in attending speaking classes. In practice, students are instructed to analyze functional language use in tasks like as simple greeting, phone conversations, and shopping (Terai et al., 2021).These basic activities are designed to

help kids improve their language skills and pronunciation levels. Because of this, students found it easier to follow the class, and teachers encouraged students to take responsibility for their own learning.

In the below mentioned table 2 demonstrated that student's speaking skills in the experimental group met the highest grade criterion. The middle school speaking class has a passing grade of 70. In this study, pupils met the maximum grade requirement of 71.36. Based on the current study's speaking activities, the quality of ELT teachers determined how the SBLL approach was used. Thus, the educational instructor's background has a good effect on a pupil's speaking skills.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	28	71.36	9.028	1.706
	Control	28	54.36	5.472	1.034

For example, when selecting how to arrange the SBLL learning tools and what to teach in speaking class, they included a variety of learning speaking activities in the form of suggestopedia tasks. It attempts to foster a positive learning environment in the classroom (Kormos, 2020). Teachers allow pupils to communicate in their own language. It can be beneficial for pupils to improve their fluency (Hall and Cook, 2012). Based on the t-test analysis, the implementation of the SBLL approach has a substantial effect on student's speaking skills when seen through the lens of teacher's educational backgrounds. The study presented two hypotheses. Based on the t-test results, the alternative hypothesis was accepted. It signifies that the SBLL approach was effective in helping pupils improve their speaking skills. The kids speaking skills differed significantly from those of students treated to the snowball method. The data showed that the t-test had a higher score than the t-table.

The suggestopedia technique improves the speaking abilities of eighth-grade students in secondary schools. During the introduction of the SBLL approach, teachers used certain learning tactics that influenced speaking suggestopedia activities.For example, the discussion activity begins with students doing reading exercises. Thus, students attempt to comprehend the text's content.

Students in front of the class are presented to the issue, and then asked to form pairs or small groups to debate it. At the conclusion of the activity, students are expected to secure a successful discussion outcome. Students can complete their learning assignments with the help of their teachers by performing them orally in front of their peers.

Conclusion

The purpose of this study is to determine the efficiency of the SBLL approach in improving student's speaking skills based on teachers' educational backgrounds among eighth-grade students in middle schools. When using the SBLL method, the teacher's educational backgrounds have a significant impact on classroom atmosphere and learning, as well as material creation in speaking classes. In this study, the SBLL method is a flexible learning method in an ELT context that can help students engage in meaningful learning activities. Students felt relaxed as they learned some speaking skills in class. The SBLL technique requires pupils to teach themselves in phonology, vocabulary, word structure, and sentence production. It was done through entertaining educational activities. Students are given dynamic learning activities and have more opportunities to elaborate and exhibit their language abilities in speaking activities such as investigating social meaning and grammatical forms in various circumstances. It seeks to provide students with sociolinguistic competencies in speaking sessions. Students who are taught the snowball method in a speaking class have difficulty performing speaking skills. This strategy enables pupils to only speak in certain sections. Students do not have a decent opportunity to practice their speaking skills because they are not assigned a comprehensible topic in speaking class. Because of this, the pupil's speaking skills in the control class, which is taught using the snowball approach, were lower than those in the experimental group. Speaking skills require students to have competence such as grammatical, sociolinguistic, discourse, and strategy in order to meet ELT demands. The snowball method does not direct students to gain certain competencies. Students are simply controlled in performing and completing their speaking responsibilities

with a companion. Students can do their responsibilities, but they struggle with their communication skills. Students, for example, are unable to properly pronounce English words. In order to enhance language proficiency we build accurate sentences in speaking exercises, or form correct English terms. It is a unique circumstance than the SBLL method implementation. This class provides students with considerable authentic practice in speaking exercises, as well as opportunity to participate in class discussions, engage with peers and professors, and ask and answer questions.

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