

IMPROVING INDONESIAN STUDENTS' RHETORICAL SKILLS THROUGH SUGGESTOPEDIA

Suprpto¹; Rio Kurniawan²

Institut Agama Islam Negeri Curup¹; Universitas Bengkulu²

Corresponding email: suprpto22iain@gmail.com

Abstract

This study aims to improve students' rhetoric skills of a class at the Indonesian Education Study Program Faculty of Teacher Training and Education University of Bengkulu, in the academic year of 2018/2019. This research uses a qualitative approach with descriptive method to describe the conditions of rhetoric learning using the method suggestopedia for students from A class of Indonesian Education Study Program Faculty of Teacher Training and Education University of Bengkulu, academic year 2018/2019 was employed. Based of the research results in the first cycle there are advantages in the application of the suggestopedia method in learning speaking skill, namely; 1. The existence of student confidence and motivation in learning rhetoric. 2. By using the Suggestopedia Method, students can feel comfortable in learning, so that the imagination of students is more better. In the research conducted in the first cycle there are also deficiencies, namely the example of rhetoric given to students using simple aspects as that students tend to rhetoric based on the aspects used in the example of the rhetoric. The results of the data analysis of the second cycle of learning with the application of the suggestopedia method, obtained data; 37 students scored above 70 and mastery learning 92.5%. As the researcher stopped this class action research until the second cycle, because the research indicators had been reached.

Keywords: Indonesian students, Suggestopedia, rhetorical skills

INTRODUCTION

Rhetorical skills such as speaking in general became source for students because learning management is less attractive, effective, and efficient. This is directly proportional to the fact that there are still many students, especially students of Indonesian Education study program who have low rhetorical abilities. The low learning motivation of students in rhetoric

learning is reflected in the results of the assessment at the end of the lecture, only 63% of students are skilled in speaking. This problem arises because it is not only of students lack of ability and motivation to learn, but rather the learning situation that is lacking in a pleasant process. In this case the creativity of lecturers in speaking skills/rhetoric in managing learning has a very big influence in improving student learning outcomes.

Suggestopedia method is a strategy that has the main principle that is, suggestions that can affect the outcome of the learning situation, both positively and negatively, by occupying students comfortably, putting on background music in the classroom during lessons, increasing individual participation, using posters to member for big impressions while highlighting information. This method is interesting to apply because this has only emerged in the world of education and learning concepts that are in line with active and fun learning, so that later students feel comfortable and have high motivation to learn.

Theoretically, this study will examine the appropriate teaching methods to improve student rhetoric of A Class form Indonesian Education Faculty Teacher Training and Education University of Bengkulu, the academic year 2018/2019. Practically, the authors expect the result of this study can given the information about teaching methods appropriate to the material of rhetoric, Enhancing motivation at lessons of rhetoric and develop learning method in accordance with the language skills, especially speaking skill.

METHODS

Participants

The subjects of this study were a class of students in the department of Indonesian language education study program consisting of 30 students. Following Lubis & Siregar (2013), this study was conducted in two cycles namely cycle one and cycle two. It was conducted as an action research because it a substantive act to hold improvement.

Additionally, Wallace (1998) stated that action research is different from other more conventional or traditional types of research in that it was much focused on individual or small-group professional practice and were not so concerned with making general statements. Moreover, Hewitt and Little (2005) state that action research was a model of professional development that promotes collaborative inquiry, reflection, and dialogue.

FINDINGS

First Cycle Report: Action Planning

Initial activities in this study, researchers and partners made preparations, which included developing learning scenarios, preparing lesson plans,

preparing material in accordance with the competencies being taught and preparing observation sheets.

Implementation of Actions

The first cycle of action was carried out on Thursday, July 4, 2019 at 08.00-10.30 for Indonesian Time. The implementation of these actions is carried out with the following activities:

1. The lecturer opens the lesson and continues with apperception. In apperception activities lecturers conduct activities in accordance with the steps of Suggestopedia Strategy, namely students are asked to close their eyes to provide comfort to students accompanied by music while giving suggestions with the aim that students have more motivation and confidence in learning.
2. Ask questions about students experiences in public speaking.
3. Linking student experience with the material to be studied.
4. Explain the rules that must be maintained in rhetoric.
5. Ask questions about students' understanding of rhetoric techniques.
6. Students are given more reinforcement about rhetoric.
7. Students speak/rhetoric the concept of speech by using appropriate word choices

Observation Results

At the time from activity of learning and teaching was going to take place, all students looked enthusiastic to take part in the learning that day. Especially after the lecturer started playing music, it was seen that all students enjoyed the music.

When the lecturers motivated them to music and positioned themselves in a pleasant situation, all students seemed enthusiastic about responding to the instructions. After the activity took place, it could be seen from the faces of the students that they had changed, from before they were not so happy to turn out to be like people who just got inspiration and new enthusiasm. One thing that became the spotlight of the writer were several students who shed tears. Their reason was because the suggestions given by the lecturers touched the hearts of students.

When the lecturer explained the learning material about techniques and good examples of rhetoric, all students seemed to really pay attention. After the lecturer explained that there were few of students who asked questions. The other students came to listen to questions from their friends. The lecturer gives the opportunity for students to answer questions from their friends. Lecturers answer questions from students while providing reinforcement.

After the lecturer gave reinforcement about the learning materials that day, then the lecturer assigned students to make a speech concept in front of the public the theme "Education, God/Religion, Solidarity and Nature". When students speak/rhetoric.

The next activity are the evaluation process, students are asked to speak in front of the class with a duration of 3 minutes each person. Lecturer give an assessment of student performance.

After the lesson was finished, the lecturer closed the learning activity on that day, all the student's task had collected to be corrected. After the researcher corrected the results of the student's writing and evaluates the speaking performance of the students, there are a few things to know, namely:

1. There are still a distance between the theme and the substance of the explanation about the contents of the student's speech concept, so the impression of an idea is not well ordered.
2. The aspect of imagination that used was not perfect.

Reflection

The first cycle action has been carried out, the results of speaking ability are known, namely mastery learning 57.5 % and only 2-3 people who score above 70. Then, researchers discuss the acquisition of student grades and the results of the discussion decided the second action was needed (cycle II). Data on average scores and mastery learning can be seen below:

- a. The total number of students: 40 persons
- b. Number of students who take the test: 40 persons.
- c. Number of students who have completed study: 23 persons.
- d. Mastery learning:

$$\text{percentage of mastery learning} = \frac{Ns}{N} \times 100\%$$

$$= \text{Number of students who score above 70} \times 100\% : \text{Number of students}$$
$$= \frac{23}{40} \times 100\% = 57,5 \%$$

There are several findings from research in the form of strengths and weaknesses, namely:

- a. Advantages
 - i. There is student confidence and motivation in learning rhetoric.
 - ii. Using the Suggestopedia Method, students can feel comfortable in learning, as the imagination of student is more better .
- b. Deficiency

Examples of rhetoric given to students use simple aspects so students tend to rhetoric based on aspects used in the example of the rhetoric. Based on the results of discussions between researchers, then for the second cycle the rhetorical example was improved or replaced.

The Second Cycle Report

1. Action Planning

Cycle II is a follow-up to Cycle I using the Suggestopedia method. This cycle is carried out as an effort to improve student abilities in speaking skill.

Before the second cycle of action is carried out, the researcher first prepares matters relating to the implementation of the action, which includes compiling a learning scenario, compiling a lesson plan, preparing an example of rhetoric, preparing material in accordance with the competencies being taught, preparing observation sheets.

2. Action Implementation

The second cycle of action was carried out on Thursday 18 July 2019 at 8:00 A.M. until 10:30 P.M. for Indonesian Time. The implementation of these actions is carried out with the following activities:

1. The lecturer opens the lesson and continues with apperception. In apperception activities, lecturers carry out activities in accordance with the steps of the suggestopedia method such as the first cycle of action.
2. Asking questions about students knowledge of the first cycle learning
3. Linking student experience with the material to be studied
4. Students in groups observe examples of rhetoric with the material to be studied
5. Ask questions about that student understanding of the elements contained in the example of rhetoric. At this stage students and lecturer ask questions about each other of the words, style of language, and the pattern of rhetoric itself.
6. Students are given reinforcement again about the elements that exist in the example of rhetoric
7. The speak/rhetoric of students concept of speech in accordance with the steps from the first cycle activities

Observation Results of the Second Cycle

Students are feel happy like the implementation of the first act. When the lecturer gave instructions to enjoy music by positioning themselves in pleasant circumstances, all students seemed enthusiastic about responding to the instructions. Students look focused on learning that day.

After the lecturer gave reinforcement about the learning material that day, then the lecturer assigned students to make a concept of speaking in public with the theme "Education, Religion/Religion, Solidarity and Landscape". When students talked about the rhetoric concept, researchers looked around the work of students one by one and guide students at the same time.

After the lesson finished, the lecturer closes the learning activity on that day, all student task was collected to be corrected. After the writer corrects and evaluates the appearance of students speaking in public, there were a number of things that need to be known, namely:

1. Themes are interrelated with explanatory substance and ideas are neatly arranged.
2. The aspect of imagination used has improved

Reflection

The second cycle action has been carried out, the results of rhetorical poetry of students have been known, namely as many as 37 students scored above 70 and mastery learning 92.5 %. In the second cycle there was an increase. Mastery learning can be seen below:

- a. Total number of students: 40 persons
- b. Number of students taking the test: 40 persons
- c. Number of students who have completed their studies: 37 persons
- d. Mastery learning : 92.5 %

$$\text{percentage of mastery learning} = \frac{Ns}{N} \times 100\%$$

$$= \text{Number of students who score above 70} \times 100\% : \text{Number of students}$$
$$= \frac{37}{40} \times 100\% = 92,5 \%$$

DISCUSSION

The results of the first cycle of data analysis when learning speaking skills using suggestopedia methods, obtained data; as many as 23 students scored above 70 and mastery learning 57.5%.

The results of the discussion of researchers, in the first cycle there are advantages in the application of suggestopedia methods in learning speaking skills, namely; 1. The existence of student confidence and motivation in learning rhetoric. 2. By using the Suggestopedia Method, students can feel comfortable in learning, as that the imagination of students were more better. In the research conducted in the first cycle there are also deficiencies, namely the example of rhetoric given to students using simple aspects so that students tend to rhetoric based on aspects used in the example of the rhetoric.

The results of the data analysis of the second cycle of learning with the application of the suggestopedia method, obtained data; 37 students scored above 70 and mastery learning 92.5 %. So the researcher stopped this class action research until the second cycle, because the research indicators had been reached.

CONCLUSION AND SUGGESTION

Based on the results of research in the first cycle and second cycle, it can be concluded that:

1. Student activities showed positive changes, were more interested and enthusiastic in learning speaking/rhetoric skills using the suggestopedia method.
2. Suggestopedia method can improve speaking/rhetoric skills. This can be seen the value and completeness of student learning that has increased.

Based on the discussion of the results of the research and conclusions, the researcher conveys the following suggestions:

1. Lecturers are expected to apply suggestopedia methods on learning speaking skills or rhetoric because they can improve student learning outcomes and student activity in learning.
2. Students should be more active in public speaking and lecturers can help and guide students so that students are skilled in public speaking.
3. To support the results of this study, it is necessary to conduct a broader study of the application of the suggestopedia method.

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