Suggestopedia: Answering English Collaborative Learning Concept in Disruptive Era 4.0

Vidi Ferdinand Wenas Sampow
Universitas Negeri Manado, Tondano, Indonesia
vidiferdinands@gmail.com

Abstract

Suggestopedia: Answering English Collaborative Learning Concept in Disruptive Era 4.0
Suggestopedia is a representation of a teaching method that is integrated with students' learning preferences and is used as a collaborative learning method to achieve quality education that is in line with the rapid development of technology and it is answering the English collaborative learning concept in disruptive era 4.0. This study aims to investigate the effectiveness of suggestopedia in the teaching of English. This study is also supported by the results of students' statement about suggestopedia for their English learning and its contribution to collaborative learning concept in industrial revolution 4.0. The method used was pre-experimental design of one group pre-test and post-test. The instruments were a multiple choice English test and questionnaire to gain the students' perspective on the implementation of suggestopedia. The results revealed that the students performed better in the post-test of English skill than in the pre-test.

Keywords: Suggestopedia, collaborative learning, method, digitalization.

Introduction

Industrial revolution 4.0 is the current name that is given to the innovation of technologies and trends such as the Internet of Things (IoT), robotics and others. "Industry 4.0 is the term used to refer to the developmental process in the management of manufacturing and chain production" (Schwab, K. 1971). On the other perspective, 4.0 industrial revolution is the modern and more sophisticated machines and tools with advanced software, and networked sensors can use to plan, predict, adjust and control the societal outcome and business models to create another phase of value chain organization.

Based on the development of existing technology, it is also accompanied by an increase in the quality of education, especially in the teaching and learning process, both in formal education and higher education. Therefore, Suggestopedia is a representation of a teaching method that is integrated with students' learning

preferences and is used as a collaborative learning method to achieve quality education that is in line with the rapid development of technology.

Suggestopedia is a method of foreign language teaching developed by Lozanov. Based on Richards (2002) It makes use of dialogs, situations, and translation to present and practice language, and in particular, makes use of music, visual images, and relaxation exercises to make learning more comfortable and effective (Richards, *et.al*.,2002). Hornby also said that it is a method of teaching a foreign language in which students learn quickly by being made to feel relaxed, interested and positive (Hornby, 2005). From these two definitions, it is clear that Suggestopedia uses techniques to make the students feel relaxed, comfortable, interested in order to learn more quickly. Suggestopedia is an instructing technique that was presented by Georgi Lozanov in 1970s. Lozanov (1978) states that suggestopedia is a showing framework which utilizes every one of the conceivable outcomes delicate idea can offer. The idea here is tied in with something that can cause understudies to feel appreciate in instructing and learning measure. Lozanov made this strategy with the expectation that understudies would appreciate in learning, particularly learning unknown dialect. Suggestopedia was initially applied primarily in unknown dialect educating, and it is normal asserted that it can show dialects around multiple times as fast as ordinary techniques. In that explanation, the scientist is attempting to lead an exploration about suggestopedia.

There are several references to research that has been carried out using suggestopedia as the method used, this section will also provide differences between previous research and research studied by researchers.

The first journal made by Tin Herlina from English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon 2012, with title "Suggestopedia as the Method of Teaching for Speaking Competence", In this exploration the author utilizes subjective examination and kind of the exploration is content investigation. To get considerable hypotheses, the author utilizes essential information. Furthermore, the method of gathering information, the essayist utilizes library research. In view of the investigation result, there are exercises of suggestopedia technique which are portrayed in this proposition, for example, oral audit segment, dynamic show meeting, and uninvolved show meeting. In this section the examiner examine the exercises with talking learning, and it very well may be reasoned that the use of suggestopedia technique can work on the students" talking skill. From the last examination, the essayist knows the fitting showing technique in talking learning is suggestopedia. Suggestopedia causes understudies to unwind and

intriguing to learn English. In suggestopedia strategy, there are exercises that can further develop understudies' talking ability. The distinction between the above exploration and flow research is that the examination technique utilizes subjective while this review utilizes quantitative test instruments and is upheld by a survey, while the previous research utilizes content investigation. The comparability is the degree is as yet in learning English.

The Effectiveness of Using Suggestopedia Method towards the First Grade Students Motivation in Learning English at Sman 5 Sidrap by Anni Jumreni from English Education Department Tarbiyah and Teaching Science Faculty Uin Alauddin Makassar 2017, The point of this exploration is to find the observational proof with regards to the adequacy of involving suggestopedia technique towards the understudies inspiration in learning English, which was noticed and broke down from understudies of 1st grade at SMAN 5 Sidrap. By accepting 60 understudies as the example from 158 understudies of populaces. The example of understudies was separated into two classes; 30 understudies for test class and 30 understudies from controlled class. Prior to giving treatment, the scientist gave pre-poll. Then, at that point, the scientist taught in the class by utilizing suggestopedia strategy, and customary technique in controlled class. Later treatment, the scientist gave the post-poll to both trial class and control class. The difference between the above research and the current research is that the research method uses quasi-experimental with one class only, while this study uses a pre-experimental design. While the similarity is the scope is still in learning English.

The last research entitled "Improving Speaking Skill through Suggestopedia" by Putu Ayu Paramita Dharmayanti Prodi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mahasaraswati Denpasar, the research is intended to know whether or not suggestopedia can improve the speaking skill of the first semester students of EESP Mahasaraswati Denpasar. This classroom action research consisted of some cycles and in each cycle there were two sessions. This study used research instruments in the form of pre-test, post-test, and questionnaire. After the application of Suggestopedia, the mean scores of cycle I and II was higher than mean score of the Initial Reflection (IR) that showed the improvement of the students gave their positive responses to the implementation of Suggestopedia in learning speaking. To sum up, the present classroom action research proved that speaking skill of the first semester students of EESP Mahasaraswati Denpasar the can be improved through Suggestopedia. The difference is in the chosen English variable, which is focused on Speaking English, while this study focuses on all aspects of

English skills in the context of collaborative learning. While the equations obtained are the same research, namely pre-experimental and also using a questionnaire as a supporting instrument.

Lozanov (1978) states that there are four standards periods of the activities in suggestopedia method. They are show, show meeting (dynamic and segregated), elaboration, and practice. In the show stage, the understudies are helped with getting positive mind that learning is basic and fun. In this stage, the teacher sets the environment of the class truly pleasant and brilliant for the understudies. In the unique show, the instructor examines a book and is repeated by the understudies. From here on out, in the disconnected show, the instructor plays some lavish music in the background and she/he scrutinizes the substance again and the understudies listen carefully. In the elaboration, the teacher lets the understudies know that they will achieve something like making film, gaming, etc later the show meeting. In the preparation stage, the instructor uses games, puzzles, etc to overview the understudies understanding. The activities in suggestopedia methodology give off an impression of being a happy time for the understudies. By applying this procedure in the class, teacher believes that the understudies will see the value in learning English.

Various understudies in EFL classes accept that learning obscure tongue is irksome. Gold, the originator of the National Council of Suggestopedia, said in his talk that suggestopedia was made to simplify learning for understudies considering the way that suggestopedia make the understudies feel fun and enthused about the teaching and learning measure. Lozanov (1978) also communicates that "if you really want to discover more, more successfully, more pleasantly, in a consistent way and with a predominant impact on prosperity then recognize Suggestopedia, de-intriguing learning, since it is learning with veneration". By applying the suggestopedia system, the understudies will feel that learning obscure lingo isn't just comparably irksome as they would speculate. If the understudies feel that learning is straightforward and fun, they will really need to learn obscure vernacular maximally.

Thus, the implementation of the suggestopedia method is one of the new breakthroughs that will be carried out randomly for students majoring in English education, Faculty of Languages and Arts, Manado State University. This will be understood gradually, especially how the suggestopedia method will be very effective in increasing student learning motivation, proper learning efficiency, solving measurable problems and completing every academic task and responsibility with stable emotional conditions, all of which are positive impact of the implementation of the suggestopedia method.

Methodology

This research employed quantitative research through pre-experimental research with one group pre-test and post-test design. Pre-test is a test which is given to the students before treatment. Meanwhile, post-test is a test which is given after treatment. There are 2 tests: T1 is the pre-test and T2 is post-test. X is used to symbolize the treatment. Hence, post-test will be given after treatment to find out students' progress or their achievement in vocabularies mastery. There are two tests: T1 is the pre-test and T2 is post-test. X is symbolized for the treatment. The following is the presentation of the design:

Pre-test	Treatment	Post-test
T1	X	T2

This research was conducted at English Education Department especially on fourth semester students, by only one class of the fourth semester college students. The subjects chosen of this research were 31 students.

The instrument in this research was in the form of test. The kind of test was multiple choice and the total number of the following was 30 numbers. The test was given based on the material and placed on pre-test as well as post-test.

There are several steps in order to collect the data of this research. Such as;

1. Getting permission to research at Head of department.
2. Confirming to the class chairman to teaching English for the research activity based on the COVID-19 Health Protocol (Hybrid)
3. Constructing the lesson plan in teaching and learning process.
4. Giving the pre-test, before presenting the material.
5. Analyzing the data taken from pre-test in order to plan the treatment for the students.
6. Giving the treatment by using Suggestopedia method
7. Distributing the post-test.
8. Distributing the supporting data in the form of questionnaire
9. Organizing the data into table.
10. Analyzing the data.

All the procedures followed the regulations and rules of COVID-19 Health Protocol.

In analysing the data, the researcher used Mean Score formula and Standard Deviation as follows:

$$Me = \frac{\sum x\,i}{n}$$

Where:

      Me   = The mean score of students
      $\sum x\,i$ = The total number of students score
      n   = The total number of students

(Sugiyono, 2010;49)

Standard deviation

$$S = \sqrt{\frac{\sum (xi - \bar{x})^2}{(n-1)}}$$

Where

S   = Standard deviation
n   = Number of sample
$\sum$ = Epsilon / total (number, quantity)
$\bar{x}$ = Mean
xi = The score of sample

(Sugiyono, 2010;57)

Findings

As the research question had been already explained on the background. It was solved the problem through pre-experimental design with pre-test and post-test. The hypothesis was constructed: Suggestopedia in answering English Collaborative Learning Concept in disruptive era 4.0"

The sample of this research was one class with pre-test and post-test that consisting of 31 students. The post-test was taught by applying Suggestopedia while, the pre-test was taught by an usual technique. The data were obtained from pre-test and post-test in order to see the students' improvement after doing treatment.

In order to see the difference in achievement between the pre-test and post-test, it used t-test formula. The used formula is the given by Shalvelson (1981:424) as following:

$$t_{\overline{x_1}-\overline{x_2}} \, obs = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left[\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right]\left[\frac{1}{n_1}+\frac{1}{n_2}\right]}}$$

Where:

$\overline{X}_1$ = Mean score of pre-test

$\overline{X}_2$ = Mean score of post-test

n_1 = Total number of subject of the pre-test

n_2 = Total number of subject of post-test

s_1^2 = Variance of the pre-test

s_2^2 = Variance of the post-test

In analyzing the data, the writer follows the steps below:

Step 1 : Check in the result of pre-test (X_1) and the post-test (X_2).

Step 2 : Construct frequency distribution of the test achievement (score) of the pre-test (X_1) and the post-test (X_2).

Step 3 : Compute the mean score ($\overline{X}$), standard deviation (s), variance of the pre-test (s^2) and post-test.

Step 4 : Compute standard deviation (s) of variance (s^2) root the value of variancepre-test and post-test.

Step 5 : Compute t ($\overline{X}_1 - \overline{X}_2$) observed by inserting the value of the Pre-test and the control into t-test formula.

Step 6 : Decided whether to accept or to reject null hypothesis.
a). Reject null hypothesis or H_o if : $t_{obs} \geq t_{crit}$.
b). Do not reject null hypothesis H_o if : $t_{obs} < t_{crit}$.

Shalvelson (1981:427)

The pre-test (T_1) and the post-test (T_2) was shown on Table 1.

Table 1. Data Matrix of the Pre-test and Post-test

Subject	T1 Pre-test	Subject	T2 Post-test
01	45	01	80
02	30	02	80
03	30	03	80
04	35	04	80
05	40	05	80
06	65	06	93
07	65	07	86
08	35	08	80
09	35	09	80
10	35	10	83
11	45	11	83
12	50	12	86
13	40	13	86
14	30	14	86
15	40	15	93
16	30	16	83
17	30	17	83
18	30	18	80
19	35	19	86
20	45	20	93
21	40	21	100
22	40	22	93
23	50	23	100
24	40	24	80
25	50	25	100
26	30	26	100
27	70	27	100
28	50	28	97
29	65	29	100
30	70	30	100
31	70	31	86
	1365		2737

The presentation frequency distribution of the pre-test (T_1) and post-test (T_2) scores was shown below.

Table 2. Frequency Distribution of the Pre-test (T1)

Value T^1	F_1	$F_1\%$	CF	$CF_1\%$
70	3	6.77	31	100
65	3	6.29	28	93.23
50	4	6.45	25	86.94
45	3	4.35	21	80.49
40	6	7.74	15	76.14
35	5	5.64	10	68.4
30	7	6.77	3	62.76

From the presentation on table 2, it could be clearly seen that the highest score was 70 (seventy) gained by 3 students or in percentage 6.77%, 3 students obtained 65 (sixty-five) or 6.29%, 4 students obtained 50 (fifty) or 6.45%, 6 students obtained 40 (forty) or 7.74%, and 5 students obtained 35 (thirty-five) or 5.64% and the last 7 students obtained 30 (thirty) or 6.77% as the lowest score.

Table 3. Frequency Distribution of Post-test (T^2)

Value T^2	F_2	$F_2\%$	CF	$CF_2\%$
100	7	22.58	31	100
97	1	3.12	24	77.42
93	4	12	23	74.3
86	6	16.64	19	62.3
83	4	10.70	13	45.66
80	9	23.22	9	34.96

The presentation on table 3 above, it could be clearly seen that the highest score was 100 (one hundred) gained by 7 students or in percentage 22.58%, 1 student only obtained 97 (ninety-seven) or 3.12%, 4 students obtained 93 (ninety-three) or 12%, 6 students obtained 86 (eighty-six) or 16.64%, 4 students obtained 83 (eighty-three) and 9 students obtained 80 (eighty) or 23.22% as the lowest score.

Table 4. Variance of Pre-test

SUBJECT	X	$\bar{X}_1$	$X_1 - \bar{X}_1$	$(X_1 - \bar{X}_1)^2$
1	45	44.03	-0,97	0,9409
2	30	44.03	14,03	196,8409
3	30	44.03	14.03	196,8409
4	35	44.03	9.03	81,5409
5	40	44.03	4,03	16,2409
6	65	44.03	-20,97	439,7409
7	65	44.03	-20,97	439,7409
8	35	44.03	9.03	81,5409
9	35	44.03	9.03	81,5409
10	35	44.03	9.03	81,5409
11	45	44.03	-0,97	0,9409
12	50	44.03	-5.97	35,6409
13	40	44.03	4,03	16,2409
14	30	44.03	14,03	196,8409
15	40	44.03	4,03	16,2409
16	30	44.03	14,03	196,8409
17	30	44.03	14,03	196,8409
18	30	44.03	14,03	196,8409
19	35	44.03	9.03	81,5409
20	45	44.03	-0,97	0,9409
21	40	44.03	4,03	16,2409
22	40	44.03	4,03	16,2409
23	50	44.03	-5.97	35,6409
24	40	44.03	4,03	16,2409
25	50	44.03	-5.97	35,6409
26	30	44.03	14,03	196,8409
27	70	44.03	-25,97	674,4409
28	50	44.03	-5.97	35,6409
29	65	44.03	-20,97	439,7409
30	70	44.03	-25,97	674,4409
31	70	44.03	-25,97	674,4409
Σ	**1365**			**5371,967**

After putting the individual deviated from the data presentation on the table 4 (experimental group), the next step was to calculate Mean ($\bar{X}_1$) and Standard Deviation (S_1^2) which was computed based on the following formula:

a.) n_1 = 31

$$\text{Mean}(\bar{X}_1) \quad = \quad \frac{\sum X_1}{n_1}$$

$$= \quad \frac{1365}{31}$$

$$= \quad 44.03$$

b.) Standard Deviation (S_1) $= \sqrt{\dfrac{\sum\left(X_1-\overline{X}_1\right)^2}{n-1}}$

$= \sqrt{\dfrac{1365}{31-1}}$

$= \sqrt{\dfrac{1365}{30}}$

$= \sqrt{45,5}$

$= 45,5$

c.) $S_1^2 = 45,5$

Table 5. Variance of Post-test

SUBJECT	X_2	$\overline{X}_2$	$X_2 - \overline{X}_2$	$(X_2 - \overline{X}_2)^2$
1	80	88,29	8,29	68,7241
2	80	88,29	8,29	68,7241
3	80	88,29	8,29	68,7241
4	80	88,29	8,29	68,7241
5	80	88,29	8,29	68,7241
6	93	88,29	-4,71	22,1841
7	86	88,29	2,29	5,2441
8	80	88,29	8,29	68,7241
9	80	88,29	8,29	68,7241
10	83	88,29	5,29	27,9841
11	83	88,29	5,29	27,9841
12	86	88,29	2,29	5,2441
13	86	88,29	2,29	5,2441
14	86	88,29	2,29	5,2441
15	93	88,29	-4,71	22,1841
16	83	88,29	5,29	27,9841
17	83	88,29	5,29	27,9841
18	80	88,29	8,29	68,7241
19	86	88,29	2,29	5,2441
20	93	88,29	-4,71	22,1841
21	100	88,29	-11,71	137,1241
22	93	88,29	-4,71	22,1841
23	100	88,29	-11,71	137,1241
24	80	88,29	8,29	68,7241
25	100	88,29	-11,71	137,1241
26	100	88,29	-11,71	137,1241
27	100	88,29	-11,71	137,1241
28	97	88,29	-8,71	75,8641
29	100	88,29	-11,71	137,1241

30	100	88,29	-11,71	137,1241
31	86	88,29	2,29	5,2441
Σ	2737			1886,387

After putting the individual deviated from the data presentation on the table 5 (control group), the next step was calculating Mean ($\bar{X}_2$) and Standard Deviation ($S_2{}^2$) which was computed based on the following formula:

a.) n_2 $\quad$ = 31

$\quad$ Mean $(\bar{X}_2)$ $\quad$ = $\dfrac{\sum X_2}{n_2}$

$\quad\quad\quad\quad$ = $\dfrac{2737}{31}$

$\quad\quad\quad\quad$ = 88,29

b.) Standard Deviation (S_2) $\quad$ = $\sqrt{\dfrac{\sum\left(X_2-\bar{X}_2\right)^2}{n_2-1}}$

$\quad\quad\quad\quad\quad\quad\quad\quad\quad$ = $\sqrt{\dfrac{2737}{31-1}}$

$\quad\quad\quad\quad\quad\quad\quad\quad\quad$ = $\sqrt{\dfrac{2737}{30}}$

$\quad\quad\quad\quad\quad\quad\quad\quad\quad$ = $\sqrt{91.23}$

$\quad\quad\quad\quad\quad\quad\quad\quad\quad$ = 91,23

c.)$S_2{}^2$ = 91,23

In this study, the post-test was expected to have the higher score than the pre-test. In order to test whether there was a significant difference in achievement between these two tests, Pre-test was used and applied based on the data of table 4 and 5. The following formula describes it.

Where:

$\quad\quad$ $\bar{T}_1$ = 44,03 $\quad\quad\quad$ n_1 = 31 $\quad\quad\quad$ $S_1{}^2$ = 45,5
$\quad\quad$ $\bar{T}_2$ = 88,23 $\quad\quad\quad$ n_2 = 31 $\quad\quad\quad$ $S_2{}^2$ = 91,23

$$t_{\overline{x_1}-\overline{x_2}}\,obs \quad = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left[\dfrac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}\right]\left[\dfrac{1}{n_1}+\dfrac{1}{n_2}\right]}}$$

$$= \frac{91,23-45,5}{\sqrt{\left[\dfrac{[(31-1)91,23+(31-1)45,5]}{31+31-2}\right]\left[\dfrac{1}{31}+\dfrac{1}{31}\right]}}$$

$$= \frac{45,2}{\sqrt{\left[\dfrac{[(30)91,23+(30)45,5]}{60}\right]\left[\dfrac{2}{62}\right]}}$$

$$= \frac{45,2}{\sqrt{\left[\dfrac{[2736+1365]}{60}\right][0.03]}}$$

$$= \frac{45,2}{\sqrt{\left[\dfrac{4101}{60}\right][0.04]}}$$

$$= \frac{45,2}{\sqrt{[68,35][0.03]}}$$

$$= \frac{45,2}{\sqrt{68,35}}$$

$$= \frac{45,2}{8.26}$$

$$= 5,47$$

Questionnaire findings

After going through the data processing based on the distribution of questionnaires to students regarding whether Suggestopedia answered and influenced their way of learning in English as collaborative learning in the disruptive 4.0 era, in addition, based on this finding, a percentage variable was made based on the number of respondents, the type of response and the percentage accumulated there is. Therefore, there are 2 tables, namely the pre-questionnaire and post-questionnaire tables, where there is a student presentation scale before receiving the suggestopedia method treatment, its benefits in their learning style in English and responding after getting the suggestopedia method, what changes are obtained.

Table 1.1 The Distribution of Frequency and Percentage Score in Pre-Questionnaire

No.	Statements	A	SA	N	D	SD	Total
	Interest/Enjoyment						
1.	*I am very interested in all the activities of learning English in class*	51,61%	16,14%	6,45%	25,80%	0%	100%
2.	*Doing English assignments is fun for me.*	25,80%	9,70%	35,48%	25,80%	3,22%	100%
3.	*I like to study English hard rather than just plain.*	16,14%	9,70%	25,80%	41,93%	6,45%	100%

	Pressure/Tension						
4.	*I feel nervous when taking the English exam.*	32.25%	35,48%	9,70%	22,58	0%	100%
5.	*I feel pressured when the teacher suddenly points at me to answer questions in English.*	74,19%	22,58%	0%	0%	3,22%	100%
	Perceived Choice						
6.	*I do my best in English lessons because I want to be a respected student in English lessons*	9,70%	0%	54,83%	25,80%	9,70%	100%
7.	*I have to follow every English lesson in class well.*	22,58%	9,70%	12,90%	32,25%	22,58%	100%
8.	*Doing English assignments is a must for me.*	25,80%	16,14%	6,45%	16,14%	32,25%	100%
	Perceived Competence						
9.	*I feel able to do English assignments well without the help of friends.*	6,45%	3,22%	6,45%	74,19%	9,70%	100%
10.	*I feel better in English lessons compared to other friends.*	16,14%	9,70%	51,61%	19,35%	3,22%	100%

Table 2.1 The Distribution of Frequency and Percentage Score in Post-Questionnaire

No.	Statements	A	SA	N	D	SD	Total
	Interest/Enjoyment						
1.	*I am very interested in all the activities of learning English in class*	87,09%	3,22%	9,70%	0%	0%	100%
2.	*Doing English assignments is fun for me.*	61,29%	22,58%	0%	6,45%	9,70%	100%
3.	*I like to study English hard rather than just plain.*	61,29%	12,90%	9,70%	16,14%	0%	100%
	Pressure/Tension						
4.	*I feel nervous when taking the English exam.*	9,70%	19,35%	0%	67,74%	3,22%	100%
5.	*I feel pressured when the teacher suddenly points at me to answer questions in English.*	29,03%	16,14%	6,45%	35,48%	12,90%	100%
	Perceived Choice						
6.	*I do my best in English lessons because I want to be a respected student in English lessons*	32,25%	35,48%	0%	22,58%	9,70%	100%
7.	*I have to follow every English lesson in class well.*	64,51%	12,90%	6,45%	9,70%	3,22%	100%
8.	*Doing English assignments is a must for me.*	83,87%	3,22%	6,45%	6,45%	0%	100%
	Perceived Competence						
9.	*I feel able to do English assignments well without the help of friends.*	64,51%	9,70%	3,22%	9,70%	9,70%	100%

10.	*I feel better in English lessons compared to other friends.*	48,38%	25,80%	0%	0%	25,80%	100%

From the findings data above, it can be seen that the students' perception towards using Suggestopedia method in English Collaborative Learning is effective through their answers in every item for each statement of the questions. There are 6 the most chosen by student's which represent their personal perception about the role of Suggestopedia for their English Learning.

Firstly, is from statement 1 *I am very interested in all the activities of learning English in class*, answered 87,09% from all the sample with 'agree' which means that they are very interested to the whole activities of English Learning after apply suggestopedia method.

Secondly, is from statement 2 *Doing English assignments is fun for me..* Answered by 61,29% students with 'agree' which convince that in doing English assignment is not some burden for them but it is fun and enjoyable.

Thirdly, is from statement 3 *I like to study English hard rather than just plain.* Answered by 61,29% students' with agree which means that study harder become the best choice for them in learning way.

The fourth is statement 7 *I have to follow every English lesson in class well..* Answered by 64,51% agree from student's which means that in following the English lesson with a well-managed is the most way by choosing from each of students.

The fifth is statement 8 *Doing English assignments is a must for me.* Answered by 83,87% student's agree which means that English assignment is a must for them because it is a responsibility.

And the last in statement 9 *I feel able to do English assignments well without the help of friends.* Answered by 64,51% agree from student's and it prove that they are independent to finish their own assignment than dependent to their friends.

Finally, from the several discussions above, we know that the implementation of Suggestopedia method in English Collaborative Learning in 4.0 might be the one option to recommend to English lecture/teacher in order to maximize the learning outcomes from each subject by connected and supported by learning style from each college student.

Discussion

The result of the data analysis comprehensively showed the following accurate fact. There were thrity-one students taking part in the test, in which thirty-one students were in pre-test and post-test. The researcher determined the value of the success of treatment as follow. Students who obtained scores in the 30-70 in the pre-test indicated successful the treatment after examine the results of post-test.

After analyzing the data, the researcher found out that the achievement of the post-test was better than that of the pre-test. In post-test the highest score was 100 (one hundred) gained by 7 students or in percentage 22.58%, 1 student only obtained 97 (ninety-seven) or 3.12%, 4 students obtained 93 (ninety-three) or 12%, 6 students obtained 86 (eighty-six) or 16.64%, 4 students obtained 83 (eighty-three) and 9 students obtained 80 (eighty) or 23.22% as the lowest score. Whereas, the highest score was 70 (seventy) gained by 3 students or in percentage 6.77%, 3 students obtained 65 (sixty-five) or 6.29%, 4 students obtained 50 (fifty) or 6.45%, 6 students obtained 40 (forty) or 7.74%, and 5 students obtained 35 (thirty-five) or 5.64% and the last 7 students obtained 30 (thirty) or 6.77% as the lowest score.

Based on data above, the post-test had a higher score than the pre-test. Pre-test, showed the Mean score ($\bar{T}_1$ = 44,03) and Standard Deviation (S_1^2 = 45,5) were the lower than post-test in which the mean score ($\bar{T}_2$ = 88,29) and Standard Deviation (S_2^2 = 91,23) in post-test. It meant that the result of post-test after treatment was better than the pre-test before treatment.

Based on the result of research, appyling technique of Suggestopedia in answering English Collaborative Learning Concept in Disruptive Era 4.0 was effective.

In this research, the researcher used questionnaires. The method of data analysis was descriptive method, which is analyzing the data by illustrating the object of the research (Kristina Nike. A 2006:31). The population of this research was the fourth semester students of English Education Department, FBS UNIMA. There were 31 students participating in my research. The instrument employed in this study was questionnaire. Questionnaire is a number of written questions that are used to get information from the participants about things they known. The questionnaire used in this study is closed-ended questionnaire. "A closed-ended survey question is one that provides respondents with a fixed number of responses from which to choose an answer" (Roller, Margaret R and Lavrakas, Paul J. 2015). Researcher utilized likert scale questionnaire where the participants asked to rate items on a level of frequency. It consists of five agreement words namely 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree'.

Questionnaire evidences

As a result of the existing discussions and findings, it can be said that suggestopedia is proven to be able to answer that English language learning can continue to adapt to collaborative learning, especially during the disruptive era 4.0. Therefore, based on the treatment that was independently carried out by the students in this study, some of the benefits in learning about the 6 existing discovery factors that represent their respective learning preferences are the most dominant.

1. **The implementation of Suggestopedia could make students more interest in all activities of learning English in class**

The educating and learning cycle of suggestopedia strategy had an agreeable climate. The seats were organized into crescent confronting the writing board so the understudies can focus closer on the educator and would be more loose. The instructor likewise consistently requests the understudies' condition whether or not they were agreeable enough in the day they concentrate on English. There are many pictures on the divider that can uphold their educating and learning process. Those photos are there with the expectation that when the understudies disregard something they can get it from the divider right away.

Nosrati et. al. (2012) express that in this sort of showing technique, suggestopedia strategy, the study hall is totally different from normal homerooms. In the study hall, the seats are organized crescent and confronted the dark or Richards board to make the understudies focus closer and get more loose. The instructor organized the understudies' seat into half circle to cause the understudies to feel more unwind.

The educator involved rococo music in the suggestopedia instructing and learning process. Ornate music is an exemplary music. In the suggestopedia strategy extravagant music is utilized to make the understudies more unwind. In the event that the understudies are loose, their sensation of dread will be diminished and it can make the understudies more obvious while concentrating on English. The educator requested that the understudies pay attention to the music and feel more unwind.

2. **Suggestopedia can stimulate students being fun in doing English assignments**

For the most part, when somebody as of now has inherent inspiration, compensating them can really diminish their inborn inspiration, making them less intrigued by the action and thusly diminishing their exhibition. Be that as it may, when somebody isn't keen regarding a matter importance they have no inherent

inspiration to find out with regards to it giving prizes can get them to take an interest in the movement, which may then start some inborn inspiration inside them. Outward inspiration can prompt inborn inspiration. However this isn't dependably the situation, most EFL understudies as of now have inherent inspiration to learn English. They have an objective as a top priority, regardless of whether it's identified with business, scholastics or something different, and English is vital for them to arrive at their objective. Thus, they need to participate in learning the language.

In view of that, an excess of applause or outward inspiration can really prevent their learning. That is the reason your understudies will perform best when you center around persuading them characteristically rather than extraneously. As such, empower their generally present craving to adapt rather than enticing them to learn with outside remunerations.

3. **Suggestopedia can develop the learning principle from student to like to study English hard rather than just plain**

Concentrating on English should be something for understudy need to do, and it is impacted to them to have more a decent administration of study, there are:

- **Put out objectives**
  They know why their need to study, laying out objectives is simple. For instance, possibly they need to venture out to an English-talking country. Incredible, the objective may be to learn "Endurance English". Maybe they definitely know numerous helpful expressions, yet the understudies need to further develop their listening abilities and articulation. Whatever their objectives are, record them.

- **Make a plan**
  How long they need to study to accomplish their objectives? This response is distinctive for each understudy. The significant thing is to be sensible. On the off chance that they work 60 hours of the week, don't anticipate going through an additional 40 hours seven days concentrating on English. Get going lethargic, yet concentrate consistently. Utilize material that is testing, yet entirely not excessively troublesome. Discover what works for them. Later they have read up for half a month, change their review plan in like manner.

- **Make a responsibility**
  Learning English requires a ton of inspiration. No one will take the participation when they are not in class. Assuming they are certain their prepared to start contemplating, make a responsibility.

- Have some good times learning English
  The things they truly do best in life are the things their appreciate doing. On the off chance that they aren't having a good time learning English, they're not concentrating on the correct way. They can be a genuine understudy who has some good times simultaneously. Make up their own prizes program to give themselves impetuses to remain focused.
  Concentrate on a Balance of the Four Key Skills - tuning in, talking, perusing, composing Most understudies need to impart better in English. On the off chance that this is one of their objectives, it is vital to concentrate on an equilibrium of the four significant abilities. Tuning in, Speaking, Reading and Writing are the fundamental (large scale) abilities they need to convey in any language. Being generally excellent at just one of these abilities won't assist them with imparting. For instance, understudies are should have the option to peruse a long time before they can compose well. They likewise should have the option to tune in before they can talk. It assists with thinking about these open abilities in two gatherings.

4. **Suggestopedia making another lover of understudy to follow each English example in class well**

   Energy is essential in language learning process since it decides if the activity of unknown dialect question is embraced by the student and how much he is prepared to proceed with this scholarly attack. This is the motivation behind why such countless researchers and specialist have given such a lot of regard for excitement. The attributes of the understudies' energy in learning English are:

- **Class Interactive**: Make the class intelligent and do all that could be within reach to change the understudies from inactive spectators to dynamic players. Get the understudies out of their seats often to work in twos or threes on investigating an issue. Understudies find out more and hold more when they are effectively involved, regardless of whether by taking notes, posing inquiries or offering remarks. At the point when understudies share their considerations with another understudy first, the class conversation will be of a greater.

- **Understudies Constantly to Answer Questions**: Constantly approach individual understudies by name to address inquiries without first requesting volunteers. This keeps the entire class conscious and alert. Never go for more than three or four minutes without getting one of the understudies to talk.

Never allowed your understudies to settle in and lazy. You need them to be on their toes and completely conscious, realizing that you may approach them whenever to address an inquiry.

- **Understudies will return**: If at least two understudies lift their hands simultaneously, console those understudies not chose that you will not neglect to return to them for their inquiries in a second.

- **Track down an understudy's solidarity Student is especially adroit at a specific range of abilities,** bring up it and have an assumption for the understudy to be the "master." This raises the understudy in the regard of colleagues and urges the understudy to keep up to date with the subject. Attempt to observe twelve understudies like this in your group for an assortment of subjects by being explicit in your recognition. That was an elegantly composed paper, however demonstrate precisely what might be said about the thoughts, or phrasing, or construction of the paper you felt made it stick out.

- **Understudies focus during learning**: Maintain solid eye to eye connection with the understudy talking so the individual in question has your total consideration. Understudies need to be heard. By gesturing, grinning or in any case recognizing the understudy, you show that you are completely dedicated to tuning in and getting what every understudy needs to say. Give basic input, however search for ways of praising the understudy for the perceptions so the understudy feels supported. Guide class conversations so they don't meander excessively far off mission.

- **See the example**: When understudies make introductions, which they ought to do often, support peer audit. Get understudies to show one another and to gain from one another. It draws in them more than the teacher doing a performance act.

- **Play at the center of attention**: Which an understudy comes to the front of the class and you talk with that person about their life or the current task or class conversation point in a not scary and agreeable manner for a couple of moments. The reason for existing is to have the understudy practice oral correspondence and to have the class get to realize the highlighted understudy better. Tell your understudies, especially graduate understudies, that the class might well contain future imaginative or colleagues thus getting to know one another is significant.

- **Working Exercise**: In a portion of the early classes in the semester, give understudies a three moment "organizing" work out. Before it begins, stress the significance of systems administration (making contacts and meeting key individuals) to their professions. Then, at that point, advise them to stand up, move around the room and observe an understudy they don't have the foggiest idea or know very little. Give them an activity, (for example, an inquiry applicable to the class or discovering something special with regards to the individual) and afterward have them report back to the entire class on what they gained from one another.

- **Input from Students**: One month into the class request criticism. Tell them, they are free to hand the responses secretly on the off chance that they'd like. Rehash this activity around two months into the class. It will give you important data regarding what is and isn't working, permitting you to change, adjust or change what you are doing. Continuously report back to the class on what you gained from the criticism and the progressions you expect to make subsequently. Clarify that you are welcome real to life and productive criticism from understudies and ensure you carry out the progressions you guarantee to make.

5. **Student are more commit in doing English assignments is a must responsibility**

The greater part of the understudies imagine that it isn't our assignment to learn ourselves as it is the obligations of the instructors to educate us. Notwithstanding, this reality can't be rejected that an educator can't convey each and every detail to each understudy identified with any subject. Such sorts of coddling can obliterate the learning capacities and scholarly profession of an understudy. Coddling is very much like the making friends, not enemies. School or college are those learning regions where instructors educate and get all ideas free from a subject and anticipate from understudies to learn or investigate it more at their own. These errands or tasks are considered as gigantic misery and disturbance for the understudies as they feel contemplating in the college or school is adequate.

The genuine explanation for the motivation behind tasks is to further develop the acquiring abilities of understudies. Since, supposing that the understudies think carefully it is more possibilities they can find out additional. It's obviously true that scholarly tasks improve the innovativeness in understudies as they gain tons of useful knowledge more when they practice or read something all alone. Along these lines, the essential explanation of giving tasks is to give a training openness and information upgrade of a subject. For instance, subjects like programming dialects,

arithmetic, science or physical science need as sharp learning and steady act of subject to get great imprints and information.

"More you practice the more you get". Tasks give a collaborator in the training also; it is very much like an investigation to find the new things and experience the new results. Besides, this training makes understudies ready and prepared for tests and tests and gives an approach to tackled different inconspicuous issues that could become in the test. There is the quantity of benefits and elements of a task some of them are given underneath:

- **Work with To Enhance the Knowledge of a Subject**
  The meaning of tasks should be visible such that instructors or academicians ask understudies to achieved diverse task exercise and exercises so the understudies can ready to get helpful arrangement and attention to a subject in an extraordinary manner to foster a viewpoint towards the subject. Thus understudies ought to follow and compose the tasks as it is a wellspring of learning and investigating the new things.

- **A human expertise improves with time and consistent practice**
  On account of tasks, understudies can coordinate composing meetings every single day by composing few words on a particular subject consistently. It very well may be disturbing for the understudies at first however the more tasks they compose, the better they can comprehend.

- **Proactive Approach of Preparation for Exams**
  At the point when understudies make some exploration in regards to their task subject it implies they are is by implication getting ready for test or tests. In tests, understudies requested the overall inquiries and simply those understudies can ready to answer who contemplated and finished their tasks and have great input from instructors that can help them in tests in a vastly improved way.

- Upgrade Time Management and Organizing Skills
  Moreover, other scholastic tasks, tasks additionally have severe cutoff times for the most part it very well may be a week and in some cases it could be a couple of hours. The understudies are told to follow the cutoff times inside which they needed to present the task. So, tasks make understudies dependable and help the understudies in the administration of scholarly exercises and further develop abilities of using time effectively in a scholastic vocation.

- Extent of Improvement
  Each understudy is responsible for their task yet it can't be dismissed that that little appreciation and analysis from instructors can change the presentation of an

understudy. Appreciation makes them cheerful and analysis opens the entryways of progress that would help in investigations and give better results in next time when chipping away at a task. As errors make man great.

- Research Traits Are Also Enhanced

  Tasks foster an investigating propensity in understudies. Along these lines, understudies can ready to do investigate in a definite way and therefore further develop their exploration capacities. Research is a drawing in movement for understudies that extend information as well as increment the ability of decisive reasoning. These examination abilities will part with in additional investigations and expert lives.

- **Scientific Abilities or Cognitive Abilities Are Also Enhanced**

  The meaning of tasks can be seen as it increments and upgrades their innovative abilities. Task further develops the speculation levels as well as give an opportunity to use the cerebrum and achieve innovative plans by and large.

- **Use of Real life Examples Improves Learning**

  This reason ought to be considered as that understudy can utilize and relate diverse genuine models with their doled out theme. It tends to be useful for understudies to find and get better approaches for learning each time they are engaged with composing another task.

6. **Independently, students are able to do English assignments well without the help of friends**

An autonomous learning procedure is a learning technique that intends to fabricate individual drive, autonomy, and personal development. Autonomous learning should likewise be possible with companions or as a feature of a little gathering. The autonomous learning system is unequivocally worked by the understudies' learning inspiration. Accordingly, the instructors ought to have the option to encourage the understudies' expectations, in addition, the educators additionally must be all around acted in the review field and the systems in educating. The autonomous learning system permits understudies to gain freely from printed, broadcast and recorded material that has been arranged ahead of time, the term free underlines that learning control, just as the adaptability of time, and spot of learning, lies with students who learn. Hence, free learning as a system can be characterized as a the student as the individual in control, the holder of control, the chief or the drive in satisfying and making his learning progress with or without assistance from others. The main piece of the idea of an autonomous learning technique is that every understudy should have the option to recognize wellsprings of data since ID of this wellspring of data is expected to work with the learning exercises of an understudy

when the understudy needs assistance or backing (Weiss, 2004; Piaget, 2001; Bullock dan Muschamp, 2006; Bishop, 2006). Because of the autonomous learning idea, then, at that point, understudies are relied upon to: a) Realizing that the connection between the educator him actually exists, however the relationship is addressed by showing materials or learning media; b) Knowing the idea of free learning; c) Knowing when he ought to request help, when he really wants assistance or backing; d) Know who and from where he can or ought to find support/support (Birenbaum, 2002; Taggart et al, .2005 dan Weiss, 2004; Hinds, 2007).

Conclusion

Consequently, suggestopedia is a successful English learning boost to be one of the suggested strategies in the cooperative learning interaction to give an intriguing learning experience to understudies while focusing on their separate advantages and learning conditions or circumstances. From the above conversation, a few ends can be drawn. The objective of Suggestopedia is to speed up the course of language learning. Which 100% of understudies showed an increment subsequent to utilizing the suggestopedia technique through the solutions to test questions that were addressed sufficiently above 80%

Moreover, a few ideas are offered identified with the aftereffect of the review. The aftereffect of this review was the instructor did well in the technique, free learning, understudies' liability, and others down to earth advantages of suggestopedia strategy in the educating and learning process, yet to turn into a profesional educator we additionally should have the other viewpoint, having a decent instructing expertise. Hence first, the scientist recommends to the educator to consider about language utilize that she choosen. Second, the scientist proposes to different specialists to lead a comparative report, yet they can see from different angles, for example, the grade levels of training, and different sort of type.

References

Birenbaum, M. (2002). Assessing self-directed active learning in primary schools. *Assessment in Education,* 9(1), 119-38.

Bishop, G. (2006). True independent learning - an andragogical approach: giving control to the learner over the choice of material and design of the study session. *Language Learning Journal,* 33, 40-6.

Bullock, K., & Muschamp, Y. (2006). Learning about learning in primary school. *Cambridge Journal of Education,* 36(1), 49-62.

Dharmayanti, Paramita. (2016). Improving Speaking Skill through Suggestopedia. Jurnal Santiaji Pendidikan, Volume 6, Nomor 2, Juli 2016 ISSN 2087-9016

Herlina, Tin(2012). Suggestopedia as the Method of TeachingfFor Speaking Competence. Journal of English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education (S. Pd. I)

Hornby. (2005). Definition of Speaking skill. New York: publisher.

Hinds, D. (2007). It's all about me. *TES Magazine*, 5/10/07, 14-19.

Jumreni, Ani. (2017). The Effectiveness of Using Suggestopedia Method Towards the First Grade Students Motivation In Learning English at Sman 5 Sidrap. A THESIS from English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar

Klaus Schwab. (1971). *Moderne Unternehmensführung im Maschinenbau (Modern Enterprise Management in Mechanical Engineering)*, VDMA.

Kristina Nike, Aprilia. (2006). The Analysis of Speech Produced by Teacher and Students of Sixth Year Class of SDN Dawungsari. Semarang: Semarang State University.

Lozanov, G. (1978). *Report on the Method of Suggestology / Suggestopedia,* United Nations Educational Scientific and Cultural Organization, Paris.

Nosrati, Masoud, Karimi, Ronak. (2012). "Advertisement Email Submission System", lecture slide, presented at May 2012, IAU, Kermanshah, Iran.

Piaget, J. (2001). *Studies in reflecting abstraction*. Hove: Psychology Press.

Roller, Margaret R and Lavrakas, Paul J. (2015). Applied Qualitative Research Design: a total quality framework approach. New York: The Gilford Press.

Richards, Jack C and Richard Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*, 3rd Ed., London: Pearson Education Limited.

Shalvelson, R. J., (1981). Performance assessments: Political rhetoric and measurement reality. Educational Researcher, 21 (4), 22- 27.

Sugiyono. (2010). Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta

Taggart G., Ridley, K., Rudd, P., & Benefield, P. (2005). *Thinking skills in the early years: a literature review*. Slough, Berkshire: NFER.

Weiss, M. (2004). *Developmental sport and exercise psychology: a lifespan perspective.* Morgantown, West Virginia: Fitness Information Technology Inc.