
RESEARCH ARTICLE

Suggestopedia to Improve Students' Ability in Retelling Short Stories

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ABSTRACT

The objective of this study was to determine the effect of the suggestopedia method on students' capacity to retell short tale passages. The research method adopted was quasi-experimental. Students in class IX at Maitreyawira Middle School in Palembang served as the research subjects. The study included two classes: 27 students in the control class and 27 students in the experimental class. The research findings revealed that the average experimental score during the pretest was 65.93, but the average posttest score was 87.85. Meanwhile, the research findings revealed that the control class had an average pretest score of 68.15 and an average posttest score of 80.96. The Independent Samples Test yielded a significance value of $0.000 < 0.05$. Thus, H_a claimed that the suggestopedia method influenced students' ability to retell short story texts.

KEYWORDS

Suggestopedia, Chinese instrumental music, retell, short story

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1. Introduction

Indonesian is an obligatory subject in Indonesian schools. The primary aspect of studying Indonesian is language skills. There are two types of language skills: receptive (listening and reading) and productive (speaking and writing). These skills are linked together (Klimova, 2014; Ballot & Zesiger, 2024) and play a crucial role in the learning process, both directly and indirectly.

Retelling previously read short stories is one of the essential competencies included in the 2013 Curriculum for Indonesian Language Subjects (Suherli et al., 2017). After reading the selected short story, students are requested to retell it while paying attention to features such as accuracy of the primary story and storyline, fluency, pauses and intonation, and motions and expressions.

Learning strategies play a critical role in the learning process (Telaumbanua, 2022; Hafeez & Hasbi, 2023). According to research, teachers' learning approaches influence student learning outcomes. Thus, learning methods must be chosen so that students find learning engaging and challenging. Teachers should select the appropriate learning method to motivate students and keep them engaged in class (Jovanchevska-Milenkoska et al., 2013; Gömleksiz, 2014).

The known learning methods are divided into nine categories: Oral approach and situational language teaching, grammar translation method, audio-lingual method, communicative language teaching, total physical response method, silent way, community language learning, direct method, and suggestopedia (Intarapanich, 2013). Research has shown that Suggestopedia is a learning method that can influence learning outcomes (Dawolo et al., 2023; Chen et al., 2024; Houser & Yang, 2024). The suggestopedia method has the advantage of increasing student interest and creativity (Adani & Efendi, 2016) while also making the lesson more effective (Suyadi, 2021). Aside from that, the suggestopedia method excites students (Astutik, 2019).

The suggestopedia method has been used in a variety of language learning settings and objectives. For example, in learning vocabulary, reading, speaking, and writing descriptive texts (Dwimarta et al., 2016; Deny et al., 2016; Merlin & Larekeng, 2018; Viswanath et al., 2022; Deswarni et al., 2023). However, no one has ever learned to retell short stories using suggestopedia.

Thus, the goal of this study is to demonstrate that the suggestopedia method produces substantial variations in learning outcomes while learning to retell short stories.

2. Literature Review

2.1 Suggestopedia Method

The suggestopedia method is a learning approach developed by a Bulgarian psychologist and educator named Georgi Lozanov. Suggestopedia combines the terms "suggestion" and "pedagogy". The suggestopedia method reflects the application of the power of "suggestion" in the field of pedagogy (Fatemipour, 2013).

The primary notion is that accelerated learning can occur when psychological barriers are removed by positive suggestions. The suggestopedia technique posits that the human mind has incredible capacities and can absorb material rapidly and effectively when given the appropriate recommendations. This strategy focuses on maximizing pupils' learning potential in a short amount of time. This strategy seeks to assist pupils acquire material more rapidly by optimizing positive suggestions, music, and a pleasant learning environment. The suggestopedia method can help students better understand lessons (Baihaqi & Rutiningsih, 2018; Daikoku, 2020; Humeniuk et al., 2023; Pramulia et al., 2023).

The suggestopedia method aims to boost students' motivation and self-confidence in learning. Teachers instill confidence in their students by making positive remarks about their ability to learn and achieve in meeting learning objectives. This helps students overcome learning hurdles and boosts their motivation (Galti, 2017). The suggestopedia method emphasizes the significance of providing a relaxed and comfortable learning environment. Students benefit from an exciting and enjoyable learning environment produced via the use of calming music, a creative approach, and active social engagement. This decreases boredom and enhances student engagement by establishing a favorable learning atmosphere (Sun, 2023).

In addition, the suggestopedia method aims to boost students' confidence in their abilities to learn. Students gain confidence in their ability to grasp the material and achieve learning success when positive suggestions are made and successful learning experiences are provided. In general, the suggestopedia learning method entails using music and word stimuli to encourage students' imaginations (Sunardi et al., 2018).

In essence, the suggestopedia approach in this study incorporates the students' mentality. This method focuses on making students comfortable and joyful in class (Ivanova et al., 2021; Syarifuddin et al., 2022; Tajariana et al., 2022; Sahlan, 2023). In this study, music and relaxation were used. Suggestionopedia offers an environment favorable to more effective learning by playing soothing and peaceful music. The music utilized in class is Chinese instrumental music, which includes traditional Chinese melodies such as "Fishing," "Mountains and Flowing Water," and "Green Mountain." Students using the suggestopedia method will have a focus on learning, which means they will be able to concentrate fully because they are in a conducive environment.

2.2 Short Story Retelling Skills

Short stories are fictional narratives that are typically 1,000 to 10,000 words long, though there are no specific word limits. Unlike novels, which allow for substantial character development and complicated plotlines, short tales require brief and economical language. Short stories typically focus on a single primary plot or conflict. Short stories often have a narrative structure that includes exposition, rising action, climax, decreasing action, and resolution (Tucan, 2014; Ceylan, 2016).

Although short tales have fewer characters than novels, they frequently contain well-developed protagonists, villains, and supporting characters. Despite the limited area, authors employ a variety of tactics to elicit empathy, interest, and complexity in their characters. Short stories are characterized by their brevity and conciseness. Short stories seek to convey a character's experiences in a constrained space, frequently focused on a single event, character, or theme.

One of the study objectives in Indonesian Language Subjects in Grade VIII Middle School is for students to be able to retell short stories. After reading short tale texts, students are expected to be able to retell them.

After reading a short story, students in Indonesian lessons are encouraged to convey their comprehension of the characters, events, setting, point of view, theme, and positive and negative values.

Retelling short narrative texts is rarely done in Indonesian classrooms because they are vast and have a significant number of students, with an average of 30 students per class. In fact, language skills that are no less important are students' skills in retelling short stories in their sentences.

Retelling short stories is a crucial part of developing language skills. Students can improve their ability to organize ideas, choose the right words, express thoughts clearly and be persuasive (Safei & Atikah, 2020; Harmawati et al., 2022). This approach also helps to improve vocabulary, speaking, reading, and listening skills.

This activity can also help students build critical thinking skills, which is as important. The process of recreating a story by studying the characters and conflicts that emerge through investigation, synthesis, evaluation, and judgment. This process allows students to improve their capacity to detect narrative features and analyze the meanings contained in the story (Vretudaki, 2022). This practice also aids in the development of linkages between the text and the students as readers, hence extending cultural and social perspectives. Furthermore, this activity serves as a tool for promoting individual identity and cultural empowerment. This technique helps students express their cultural experiences and values (Besral et al., 2019).

Lastly, this activity stimulates the development of students' creativity and imagination. This process allows students to explore various narrative possibilities such as adding new details or changing the storyline according to their perspective and interpretation (El-Samed et al., 2018).

This review of the literature concludes that retelling short stories has numerous benefits, including the development of communication skills, critical and creative thinking skills, and the empowerment of identity and culture. Understanding the significance of these activities allows teachers to create successful learning techniques that use them to help students build their skills.

3. Methodology

This study used a quasi-experimental method. The quasi-experimental approach employs two classes, the control class and the experimental class, both of which share similar characteristics, such as comparable skills and a similar number of students.

The research population consisted of 108 students from Maitreyawira Middle School in Palembang, Indonesia, classified as IX A, IX B, IX C, and IX D. The control and experimental classes were determined by drawing lots. According to the lottery, the experimental class was IXC and the control class was IXB. Each class contains 27 students.

The experimental class used the suggestopedia method, whereas the control class used the lecture method with assignments. The suggestopedia method in this study refers to a conducive classroom design that begins with relaxation and incorporates traditional Chinese music.

The study used a pretest-posttest control group design. The research design is detailed below.

Table 1 Research Design

Class	Pre-test	Treatment	Post-test
E	O ₁	X	O ₂
K	O ₃	-	O ₄

Description:

E = Experimental class

X = Experimental class treatment (Suggestopedia method)

O₁ = Pre-test of experimental class

O₂ = Post-test of experimental class

O₃ = Pre-test of control class

O₄ = Post-test of control class

This study includes two variables: the independent variable and the dependent variable. The suggestopedia model serves as an independent variable. The dependent variable is the student's ability to retell short tale texts.

Data was gathered via tests, namely a pretest, and a posttest. The pretest determined students' beginning abilities, and the posttest determined students' end abilities. The test consists of reciting a short tale text aloud. The short story used during the pretest and posttest was "Red Forest" by Fauzi A. The score was determined using an assessment rubric. The assessment rubric relates to

aspects of (1) accuracy of story points with a score of 30, (2) accuracy of the plot with a score of 20, (3) fluency with a score of 20, (4) pauses and intonation with a score of 15, and (5) movement and expression with a score of 15.

Data analysis starts with prerequisites analysis tests (normality and homogeneity tests), followed by paired and independent samples t-tests. The purpose of this test is to determine the impact of applying the suggestopedia method on students' ability to retell short story passages. The research data was analyzed using SPSS 27.

The research was conducted during five meetings, with the activities and topics listed in the table below.

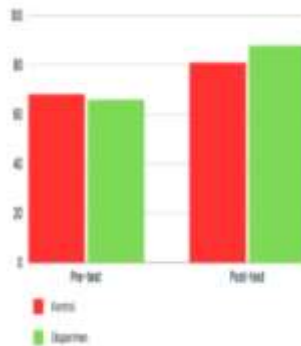
Table 2 Meeting, Activity, and Title of Short Story

Meeting	Activity	The Title of Short Stories
1	Initial Test	Hutan Merah Karya Fauzi A.
2	Treatment 1	Obat Bosan dari Nenek karya Widya Suwarna
3	Treatment 2	Terjebak di Dimensi Asing karya Detia Aulia
4	Treatment 3	Lukisan Kasih Sayang karya Widya Suwarna
5	Final Test	Hutan Merah Karya Fauzi A.

4. Results and Discussion

4.1 Statistical Description of Control Class and Experimental Class

The average pre-test score in the control class was 65.37, while in the experimental class it was 63.39. Following treatment, the control group's average post-test score increased to 80.96, while the experimental group's increased to 87.85. This research demonstrates that there are changes in students' skills to repeat short tale texts before and after learning the offered method.



Graph 1 Average Scores of Control Class and Experiment Class Students

4.2 Normality and Homogeneity Test

The pre-test and post-test findings in both the control and experimental classes were examined using necessary tests such as normality and homogeneity. Because there were less than 100 samples, the Shapiro-Wilk test was used to determine normality. The Shapiro-Wilk test results revealed that the pre-test significance value in the control class was 0.972, whereas in the experimental class, it was 0.272. The post-test significant value in the control class was 0.247, but in the experimental class it was 0.433. The results indicate that the data is regularly distributed, as all pre-test and post-test significance values are greater than 0.05. For more information, see the table below.

Table 3 The Result of Normality Test

Tests of Normality			
	Df	Statistics	Sig.
Pre-test of control class	27	.863	.972
Post-test of control class	27	.953	.247
Pre-test of experimental class	27	.906	.272
Post-test of experimental class	27	.993	.433

The normality test was followed by a homogeneity test. The following table shows the results of the pretest and posttest homogeneity tests for the control and experimental classes.

Table 4 Homogeneity Test

Tests of Variances Homogeneity				
	Levene Statistic	df1	df2	Sig.
Pre-test of control class	1.002	7	15	.467
Post-test of control class	1.418	6	9	.306
Pre-test of experimental class	2.469	6	9	.208
Post-test of experimental class	1.880	3	23	.161

According to the table above, the pre-test and post-test homogeneity tests in the control and experimental classes yielded a significant value of $p > 0.05$. This implies that the data in both classes is homogeneous.

4.3 Paired Samplest-Test

Next, the Paired sample test was performed. This test was conducted to determine the significance of the pretest and posttest outcomes in both the control and experimental groups. The results of the Paired sample test in the control class show that the pretest and post-test results differ. The results of both tests show a significance level of $p < 0.05$. Likewise in the experimental class. The pretest and posttest findings were significantly different ($p < 0.05$). For additional details, see the following table.

Table 5 Paired Samples t-Test

Paired Samples t-Test			
Pair	T	Df	Sig . (2-tailed)
Pretest-Posttest of control class	14.826	26	.000
Pretest-Posttest of experimental class	14.013	26	.000

4.4. Independent Samples t-test

Independent samples t-tests were used to test hypotheses. The Paired Samples t-test computation shows that the significance levels for the control and experimental classes are 0.000. In hypothesis testing based on the averages of the experimental and control classes, the t-count was 9,268 and the t-table with (df: 44) was 3,286. The t-count value is 9.268 which exceeds the t-table value of 3.286. This suggests that the learning outcomes of experimental and control class students differ significantly. Thus, the null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is proven and accepted. The acceptance of H_a demonstrates how the usage of the suggestopedia method influences students' skills to retell short story texts.

Table 6 Independent Samples t-Test

Independent Samples t-Test					
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	9.268	52	.000	21.926	2.366
Equal variances not assumed	9.268	44.008	.000	21.926	2.366

According to research data analysis, employing the suggestopedia method improves student learning outcomes significantly. This is demonstrated by the independent samples t-test findings, which reveal that the average for the experimental and control classes is 9,268, while the t-table with df:44 is 3,286. The significance test yielded a p-value of 0.000, which is <0.05. As a result, the null hypothesis (Ho), which states that there is no difference in students' skills to retell short story texts taught using the suggestopedia approach vs those taught using the lecture method, is rejected. Therefore, the working hypothesis (Ha) is accepted. Interpretation of this research data shows that there is an influence on students' ability to retell short story texts using the suggestopedia method.

4.5 Discussion

Learning methods have a significant impact on the learning process. Teachers must understand and be able to select the appropriate learning method. Teachers must be able to innovate in employing learning approaches that are appropriate for the learning outcomes (Rospanizar, 2023). This study supports Wang's (2024) claim that creative teachers use innovative strategies, such as establishing a favorable classroom. The relaxed classroom atmosphere, along with music, allows students to express themselves more creatively.

This research is also in line with various previous studies that prove that the suggestopedia method can make students feel comfortable and raise students' motivation in learning. This is due to the presence of traditional music during the learning process so that it can eliminate psychological obstacles in students. When in a relaxed state, students can explore various language features fluently. Students do not feel afraid of making mistakes (Darici, 2022).

Harmer (2008) states that the suggestopedia method is a humanistic learning model. Students are encouraged to carry out learning activities in the classroom with happy feelings. Likewise, research conducted by Astutik (2019) proves that the suggestopedia method can create a relaxed and calming atmosphere for students provide a pleasant atmosphere, and reduce students' boredom because music accompanies the class during learning.

Lazanov claims that suggestopedia increases not just memory but also interest, perception, intellectual activity, motivation, creativity, and moral development (Rashtchi, 2018). The suggestopedia method is useful for increasing the capacity to repeat short story texts. Suggestopedia incorporates components like relaxation and classical music, resulting in an ideal learning environment for improving these skills. This study demonstrates that the suggestopedia method can help students expand their imagination by lowering stress in the classroom. Students can better absorb and remember material in a casual yet structured environment.

5. Conclusion

The findings of this study indicate that learning to retell short stories using the suggestopedia method improves students' learning outcomes. The findings of learning experiments back up this assertion. The suggestopedia method outperforms the lecture method with assignments. Students' scores in learning with suggestopedia were greater than those in the control class, which employed the lecture method with assignments.

Learning to retell short stories with the suggestopedia approach is preferable because, first, it gives relaxation at the start of learning by extending the muscles and nerves, stimulating students' thinking power. Aside from that, learning traditional Chinese music stimulates students' imagination and creativity in rewriting the essential themes of short stories. Rewriting the primary story enables students to retell the events of a short story.

In this regard, it is proposed that learning to retell short stories will have a positive impact on literature learning in school. The implementation of the Suggestopedia method is expected to improve student learning outcomes. On the other hand, more research is needed to acquire a better understanding of the suggestopedia method in various learning contexts.

Aside from the benefits of the Suggestopedia method, which have been demonstrated in this study, it is also important to evaluate the drawbacks that may happen while using this method. The Suggestopedia approach necessitates a learning atmosphere that is

pleasant, peaceful, and free of distractions. A perfect learning environment is impossible to establish in a variety of settings. As a result, putting this method into practice is challenging.

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