Teaching and challenges of speaking in primary stages using suggestopedia, gamification methods

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ABSTRACT

In learning English language, there are integrated skill to be mastered by the learners such as: Speaking, Listening, Reading, and Writing. In teaching language for student can't be separated from speaking activities. It is because speaking is one of the important factors in doing conversation in the class. According to Brown (2004:140), "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill. Which necessarily compromises the reliability and validity of an oral product test". For this case, student should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary and fluency.

| Keywords: | Psychological characteristics of speech, knowledge and skill, processing conditions of speech and writing, suggestopedia, gamification |

Development in language teaching must depend partly on our ability to understand the effects of our methodology. Usually responsibility for evaluating language-learning tasks is left to the specialist researchers. However, an alternative view would be that- given the difficulties in obtaining, generalizing, and communicating research results, as well as the fact that in any case teaching depends very largely on teacher's critical awareness – the results of specialist research can have only limited relevance: the most important single factor in the teachers own understanding of the effects of their decisions. It is therefore worth focusing on the classroom effects of language-learning tasks. Of course it is not possible to understand all the consequences of everything that we as teachers do in the classroom. However, of our repertoire of exercises and activities, some occur supervises and activities, some occur sufficiently often for it to be worth exploring their effects. The particular exercises of interest here are those devotedto developing speaking.

Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak and so take the skill too much for granted. Speaking is oftenthought of as a 'popular' form of expression. Which uses the investigations 'colloquial' register: literary skills are another more prized thing.

This relative neglect may perhaps also be due to the fact that speaking is transient and improvised and can therefore be viewed as a facile superficial of glib. And could it be that the negative aspects of behaviorist teaching techniques which focused largely on the teaching of oral language-have become associated with the skill itself? Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions.

Oral language as compared to written language is more flexible. It is relatively free and is characterized by some peculiarities in vocabulary and grammar. Taking into

consideration, however, the conditions in which the foreign lan- guage is taught in schools, we cannot teach pupils colloquial English. We teach them standard English as spoken on the radio, TV, etc. Oral language taught in schools is close to written language standards and especially its monologic form.It must be emphasized that a pupil should use short sentences in monologue, sentence patterns which are characteristic of oral language.

One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done and how successful it is, depends very much on how we as teachers understand our aims. For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in speaking and it is important to know what these might be, so that they should be included in our teaching.

Speech is not spoken writing. White (1978)[12] comments that we tend to be critical about people who 'speak like a book'. This is partly, because books are not generally addressed to individual people or written in the way that people talk and so the style of written language may often sound odd when spoken. Thevocabulary may be formal or elaborate, the sentences long and complex. It may also seem as though the speaker was not in fact speaking to you, but to a public gathering. The main features of speaking which can be traced to the processing conditions of communication involve the time factor. The words are being spoken as they are being decided and as they are being understood.

Suggestopedia- is a teaching method that was introduced by Georgi Lozanov in 1970[32]. Lozanov (2005) states that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer.

The suggestion here is about something that can make students feel enjoyin teaching and learning process. Lozanov created this method in the hope that students would enjoy in learning, especially learning foreign language. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. In that reason, the researcher is trying to conduct a research about suggestopedia. Lozanov (1978) states that there arefour main stages of the activities in suggestopedia method. They are presentation, concert session (active and passive), elaboration, and practice. In the presentation stage, the students are helped to get positive mind that learning is easy and fun. In this stage, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students. In the active concert, the teacher reads a text and is repeated by the students. After that, in the passive concert, the teacher plays some baroque music in the background and she/he reads the text again and the students listen carefully. In the elaboration, the teacher tells the students that they will do something like making film, gaming, etc. after the concert session. In the practice stage, the teacher uses games, puzzles, etc. to review the students understanding.

Conclusion
The major problem of this study is the teachers' activity during the implementation of Suggestopedia and embodied learning method in the teaching and learning process. The main problem that is developed based on the teacher activity during the suggestopedia and embodied learning method in the teaching and learning process divided into four, they are:

1. The teacher's activities in the presentation stage of suggestopedia and embodied learning method in the teaching and learning process.

2. The teacher's activities in the concert session of suggestopedia method in the teaching and learning process The teacher's activities in the elaboration stage of suggestopedia and embodied learning method in the teaching and learning process,

The teacher's activities in the practice stage of the suggestopedia and embodied

learning method in the teaching and learning process. Based on the findings of data analysis and discussion in the previous chapter, the researcher drew a conclusion: first, the teacher's activities in the presentation stage of suggestopedia and embodied learning method in the teaching and learning process was going well

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