AN UNDERGRADUATE THESIS

THE INFLUENCE OF SUGGESTOPEDIA METHOD TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADERS OF SMA NEGERI 5 METRO

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1437H/2016 M

THE INFLUENCE OF SUGGESTOPEDIA METHOD TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADERS OF SMA NEGERI 5 METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study program

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THE INFLUENCE OF SUGGESTOPEDIA METHOD TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADERS OF SMA NEGERI 5 METRO

Speaking is an interactive process of constucting meaning that involves producing and receiving and processing information. It takes on a very significant role in teaching English. By speaking, students can get the information and expand the knowledge. But, there were many students who still found difficulties in speaking ability.

The aim of this research was to implement the Suggestopedia method and analyze its influence in the students' increase speaking ability at the eleventh grade of SMA Negeri 5 Metro. This research used pretest to know the students' speaking ability and post test to know the result of the students' speaking ability after giving the treatment that was Suggestopedia method.

This research was quantitative research which had been conducted in SMA Negeri 5 Metro at the class XI IPA 3 and followed by 25 students as the sample. The technique sampling was purposive cluster sampling. This research used a test to collect the data. This test was used to find out whether the Suggestopedia method was suitable and could be used by the students in increasing the speaking ability. The analysis which was used by t-test formula.

Finally, the data indicates that $t_{observed} = 4.889$ was higher than t_{table} for the 5% level = 1.711 and t_{table} for the 1% level = 2.492. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that the Suggestopedia method influences the students' speaking ability at the Eleventh grade of SMA Negeri 5 Metro in academic year 2015/2016.

PENGARUH METODE SUGGESTOPEDIA TERHADAP KEMAMPUAN BERBICARA SISWA KELAS IX DI SMA NEGERI 5 METRO

Berbicara adalah sebuah proses interaktif menyusun makna yang melibatkan pembuatan dan penerimaan dan proses informasi. Berbicara mempunyai peran yang sangat penting dalam pengajaran Bahasa Inggris sebagai bahasa asing. Dengan berbicara, para siswa bisa mendapatkan informasi dan memperluas pengetahuan. Akan tetapi, masih banyak para siswa yang menghadapi permasalahan dalam kemampuan berbicara.

Tujuan penelitian ini adalah untuk mengimplementasikan metode Sugeestopedia dan menganalisis pengaruhnya pada kemampuan berbicara siswa kelas sebelas di SMA Negeri 5 Metro. Penelitian ini menggunakan pretest untuk mengetahui kemampuan berbicara siswa teks dan post test untuk mengetahui hasil dari kemampuan berbicara siswa setelah diberikan *treatment* (perlakuan) yaitu berupa metode Suggestopedia.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di SMA Negeri 5 Metro di kelas XI IPA 3 dan diikuti oleh 25 siswa sebagai sampel penelitian. Tekhnik pengambilan sampel menggunakan *purposive cluster sampling*. Penelitian ini menggunakan metode test untuk mengumpulkan data. Test ini digunakan untuk mengetahui apakah metode Suggestopedia cocok dan dapat digunakan oleh siswa dalam memahami bacaan teks. Penelitian ini menggunakan t-test untuk menganasilis hasil penelitian.

Akhirnya data menunjukkan bahwa $t_{observed}$ = 4,899 lebih tinggi daripada t_{table} level signifikan 5%= 1.711 dan t_{table} level signifikan 1% = 2.492. Oleh karena itu, bisa diambil kesimpulan bahwa Ha diterima dan Ho ditolak. Hal ini berarti metode Suggestopedia berpengaruh dalam kemampuan berbicara siswa kelas sebelas di SMA Negeri 5 Metro.

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Assalamu'alaikumWr.Wb.

We have given guidance and enough improvement to the undergraduate thesis, which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosyah. Thanks you very much.

Wassalamu'alaikumWr.Wb

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RATIFICATION PAGE

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The Undergraduate Thesis entitled :THE INFLUENCE OF SUGGESTOPEDIA METHOD TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADERS OF SMA NEGERI 5 METRO. Written by FINKY ANDRIAN PRANATA, Student number 1176237, English Department, has been examined (Munaqosah) in Tarbiyah Faculty on Tuesday/February8th, 2016.

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States that this Undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, February 2016



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Yang bertanda tangan dibawah ini

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, February 2016



FINKY ANDRIAN PRANATA

Student Number 1176237

MOTTO

... وَتَعَاوَنُوا۟ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ
وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُوا۟ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ

And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty.
(Q.S Al-Ma'idah : 2)

Speech is power: speech is to persuade, to convert, to compel
(Ralph Waldo Emerson)

"I highly dedicated this

undergraduate thesis to My beloved parents,

Mr. Wakimin and Mrs. Endah Limar Wigati

and all whom I love."

ACKNOWLEDGEMENTS

Alhamdulillah, all praises and thanks to Allah SWT who has been giving all mercies and blessings in every single thing in my life. Especially, I would like to express the greatest gratitude upon Him who has been always with me in accomplishing this undergraduate thesis entitled "The Influence of Suggestopedia Method Toward Students' Speaking Ability At SMA Negeri 5 Metro"

This undergraduate thesis is not merely my own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, I would like to express my gratitude to:

1. Mrs. Prof. Dr. Hj. Enizar, M.Ag, as the principal of STAIN Jurai Siwo Metro.
2. Mrs. Dra. Hj. Akla, M.Pd, as the dean of the Tarbiyah Department of STAIN Jurai Siwo Metro.
3. Mr. Ahmad Subhan Roza, M.Pd, the Chief of English Education Study Program of STAIN Jurai Siwo Metro.
4. Mr. Mukhtar Hadi, S.Ag., M.Si, as the first advisor who has guided and supported me in finishing this research with a great patience.
5. Mr. Ahmad Subhan Roza, M.Pd,, as the second advisor who has given her constructive criticisms and assistances during completing this research.
6. The lecturers of English Education Study Program STAIN Jurai Siwo Metro.
7. Mr. Drs. Hanwar Priyo Handoko, the headmaster of SMAN 5 Metro who has permitted me to conduct the research there.

8. Mrs. Dian Puspasari, S.Pd, the English teacher of SMAN 5 Metro who has been very cooperative during the research process.
9. All students of the eighth grade of SMAN 5 Metro in academic year 2015/2016 who have kindly participated in this research.
10. My beloved family, especially Mr. Wakimin and Mrs. Endah Limar Wigati who have been giving me unconditional and whole-hearted loves and supports during my lifetime.
11. All my friends at home, at MGC (Metro Gemstone Comunity), especially My beloved Yayuk Windhiasari, and Brilliant Class 2011, for all support, help, love and all beautiful, joyful and–sometimes– painful memories.

I am convinced that there are mistakes made elsewhere. Therefore, I would like to apologize for any mistakes and am open for more constructive criticisms and suggestions. Furthermore, I hope that this undergraduate thesis will be useful especially for those in the field of English teaching and learning.

Metro, February 2016

The Writer



FINKY ANDRIAN PRANATA
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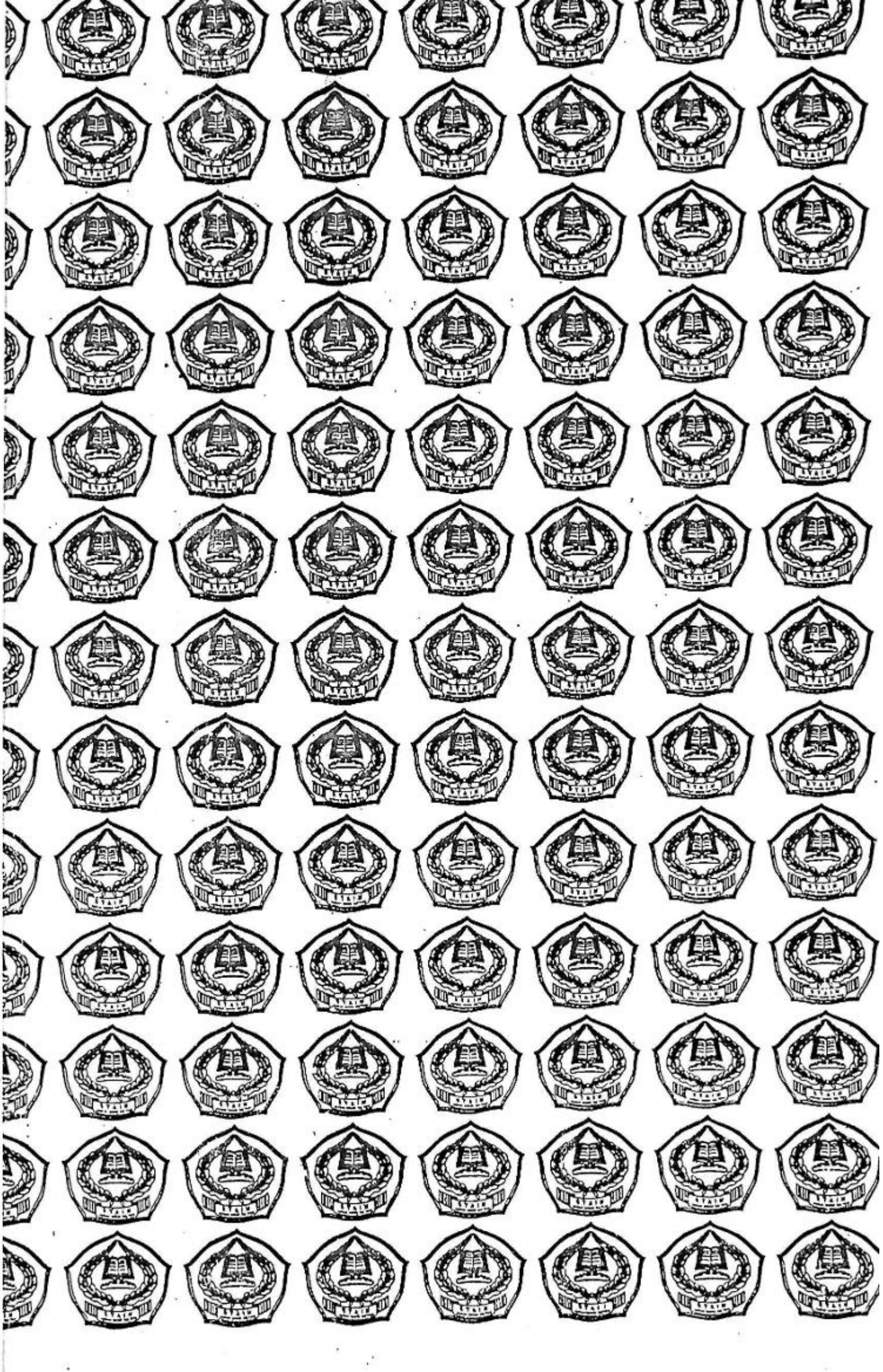
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CHAPTER 1

INTRODUCTION

A. Background of Study

Language is a manner that very important toward communication with other people and a facility to build interaction in our society. Using language needs some skill, how the listener understanding what the speaker says about word or sentences in each conversation.

There are kinds of language used to communicate person by person such as Indonesia, English and the others. English is one of languages which have studied by students in the school started from elementary school until university level. English as an international language makes students must be able to master English. In English, there are four skills which must be dominated that are reading, listening, writing and speaking.

Speaking is described as the ability to express oneself in the situation in precise words or the ability to converse or to express a sequence of ideas fluently. In the other hand, speaking is what we say to what we see, feel and think.

Most of language learners especially in speaking, they do not have sufficient of vocabulary. It is caused the students find difficulties and then to

memorize the new words. They seldom bring out in the real communication and it's also less motivation in learning vocabulary. The vocabulary building is very important to increase speaking ability. All Students should need to consequently on building than vocabulary mastery and the teacher advices the students how can learn about vocabulary more, especially in each new words. So, how the teachers as a facilitator in learning process can give the vocabulary more, then is learned by language learners in communication.To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and students. Furthermore, the teacher has to prepare the interested aids before teaching learning process done.

Based on the result a pre-survey had been done at SMAN 5 Metro on December 12nd, 2014. The completeness standard (KKM) in SMAN 5 Metro is 78. After doing observation, the researcher gets the result data about speaking test. The data can be seen as follow:

Table 1

The Data of Speaking Test at The Eleventh Graders of SMAN 5 Metro

No	Score	Explanation	Frequency	Percentage (%)
1	≥ 78	Passed	6	20.69 %
2	≤ 78	Failed	23	79.31 %
Total			**29**	**100 %**

From the table above, it can be seen only 6 students that have good score. It means that only 20.69% students who passed the speaking test and 79.31% students failed.

Based on prasurvey that was done by the researcher on December 12, 2014 at the eleventh graders of MIA 1 class there are some problems faced by the students in learning English especially speaking skill. In speaking skill, many students have a trouble of English lesson in the class, and the first factor when the student learn in the class is concentration. It is caused by the students consider that English is difficult subject to be learnt. Moreover, the student has limited vocabularies, so that the students are still confused to speak individually or grouply.

This research is important to be conducted because it will useful to solve the problems have happened at the eleventh graders MIA 1 of SMAN 5 Metro as soon as possible. The problems will disturb the students' learning process if it is let by the teacher. Remembering the problems related to one of four skills in English that is speaking.

Thus, the writer will conduct a research entitled "The Influence of Suggestopedia Method Toward Students' Speaking Ability at the eleventh of SMAN 5 Metro".

B. Problem Identification

Based on the background of study above, the researcher identified the problem as follows:

1. The students are lack of motivation and interest in English.
2. The students' speaking ability are low.
3. The students' vocabularies are low.
4. The students are still confused to pronunce vocabularies.

C. Problem Limitation

Based on the problem identification above there are many problems, but the researcher limits the problem only: the influence of suggestopedia method toward students' speaking ability at the eleventh of SMAN 5 Metro.

D. Problem Formulation

Based on background of study above, the researcher formulate the problem as follows: what is the influence of suggestopedia method toward students' speaking ability at the eleventh of SMAN 5 Metro?

E. Objectives and Benefits of Study

a. Objectives of Study

The Objectives of the Study was to know ***The Influence of Suggestopedia Method Toward Students' Speaking Ability.***

b. Benefits of the Study

1. For the students

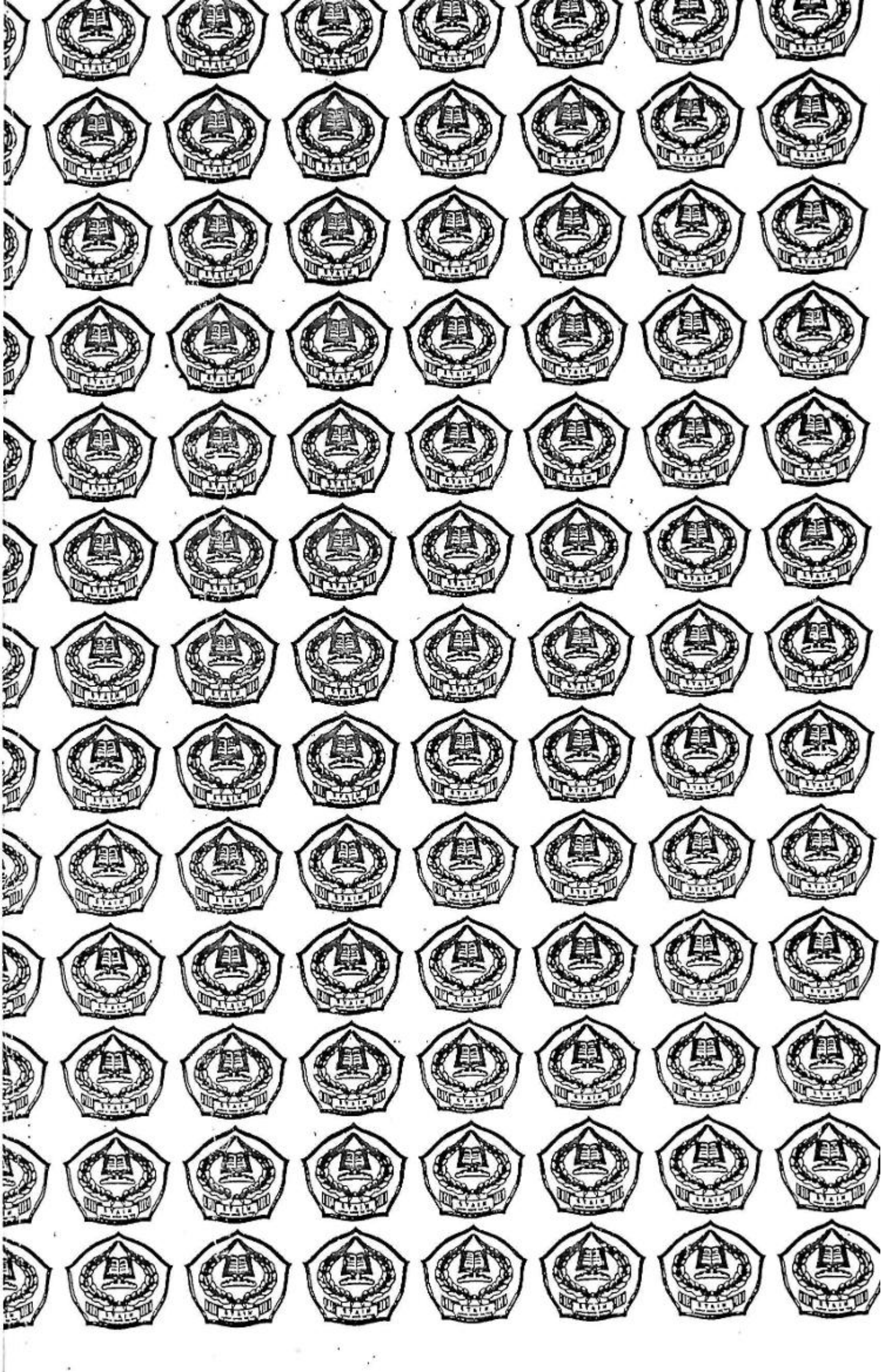
   After knowing the result of the study, the students are expected to speak English fluently.

2. For the teacher

   The teacher could make this research to develop the English education in the school, especially speaking skill.

3. For the researcher

   The researcher hopes that this research can be knowledge to apply good method in learning process, especially in speaking skill to improve the students' speaking ability.



CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1) The Concept of Speaking Ability

a. The Definition of Speaking Ability

Speaking is one of skills in English that must be mastered by student either junior high school until university level. By speaking, the students can share what they know in English. There are many definitions of speaking ability from some experts as follows:

According to Jeremy, speaking is the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to prosess information and language 'on the spot'.[1]

It refers that speaking is complex procces of communication that deliver information or knowledge what the speaker have.

---

[1] Jeremy Harmer, *The Practice English Language Teaching*, (England: Longman), 2001, p. 269.

Furthermore, Sayed defines speaking as " an interactive process two persons or more are involved in a real-life situation they exchange talk or use the language so as to fulfill a certain communicative purpose or accomplish a certain social function".[2]

It refers that speaking is used to communicate between one person and another person to get a certain information.

In addition, related to speaking ability, Tarigan states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.[3]

It can be assumed that speaking ability is skill to share expression of thinking and feeling to another person.

Based on the theoris above, the writer concluded that speaking ability is ability to express an idea and a message.

b. Factors that influence of Speaking

Some of the learner centered factors affecting their speaking as follows:[4]

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[2]Ashraf Atta M. S. Salem, The Impact of Multiple Intelligences-Based Instruction on DevelopingSpeaking Skills of the Pre-Service Teachers of English, *English Language Teaching*; Vol. 6, August: 2013. p. 56.

[3] Sri Endang Kusmaryati, *Improving English Speaking Ability Through Classroom Discussion for Students of Ma Nu Banat Kudus in The Academic Year 2008/2009*

[4]Madhavi Latha and Pettela Ramesh, Teaching English as A Second Language: Factors Affecting Learning Speaking Skills, International Journal of Engineering Research & Technology (IJERT), Vol. 1, September – 2012. p. 2-3

1. Learner inhibition:

The most common problem difficulty faced by the learner in the language acquisition process is learner inhibition. Speaking activities need a learner to pay full attention to the teacher; Exposure to an audience can often give learners stage fright. Learners may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in the learners' performance where either they make many mistakes in spite of having a very good knowledge in the area or totally keeping silent.

2. Lack of motivation:

Lower motivation levels or lack of motivation is another reason for hampering the learners from participating actively in speaking activities. It leads to reluctance in active participation in the speaking activities which can lead to poor practice or no practice at all.

3. Lack of subject matter:

Another common difficulty seen in the learners is that they think that they don't have anything to say on a particular topic. In reality, learners may be tedious or feel that the topic is unrelated to anything they know.

4. Lack of proper vocabulary:

Sometimes, when learners want to speak, they are confused what they want say. This is caused by lack of knowledge to a variety of vocabulary. This also can cause to failing in communicating fluently in English Language, which finally leads to lack of confidence and lack of motivation to speak.

5. Lack of confidence:

A continue practice and patience are important to learn English Language. Learners believe that it is impossible to gain fluency or master the language. This lack of confidence restrains learners from learning the speaking skills.

6. Improper listening skills:

The main role of listening comprehension in the second/foreign language acquisition process is now generally accepted. Listening plays an extremely vital role in the development of speaking skill. Usually, someone speaks and the other person give responds through attending by means of the listening process. If someone cannot understand what is said, someone certainly cannot to respond. Therefore, speaking is closely related to listening skills.

7. Poor non-verbal communication:

Oral communication involves a very strong non-verbal communication system, which sometimes opposes the messages that is given through the verbal listening tool. Lack of knowledge of the nonverbal communication system of the target language usually causes causes in the inability to take non verbal signs by the ESL learners, which often results in mis understanding.

8. Anxiety:

Speaking a Second/Foreign language in front of people, especially in front of native speakers frequently leads toanxiety. Sometimes, extreme anxiety causes the learners being tongue-tied or lost for words in an unexpected situation which can cause the discouragement and a general sense of failure in the learners. Not like children, adults are very careful about making errors in what ever they say.

2) The Concept of Suggestopedia Method

a. The Definition of Suggestopedia Method

According to Lozanov, Suggestopedia was a method from Bulgarian psychologist George Lozanov"s (1979) contention that the human brain could process great quantities of material if given

the right condition for learning, among which are a state of relaxation and giving overof control to the teacher.[5]

It can be explained that suggestopedia as a method that is used to help teacher for making process of learning can be relax. Moreover, it can help to increase the students' concentration during learning teaching process.

According to Xue, Suggestopedia is a teaching method, which focuses on how to deal with the relationship between mental potential and learning efficacy and it is very appropriate to use in teaching speaking for young language learners.

It can be assumed that Suggestopedia is a method that can be used by teacher to teach speaking skill.

Based on the theoris above, the writer concluded that suggestopedia method used to help teacher for making process of learning to increase the students' concentration during learning teaching process especially in speaking learning.

b. Principles of Suggestopedia Method

There are some Principles of Suggestopedia Method as follows:

1) The first principle is that people are able to learn at rates many times greater that what we commonly assume to be the limits of human performance.

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[5] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (California: Addison Wesley: Longman), 2001, p. 27

2) The second principle is that learning is global; it involves the entrie person.

3) The third principles is that people learn either consciously or unconsciously or both, either rationally or irrationally or both.

c. Procedure of Suggestopedia Method

Based on Bancrot, he noted that the four-hour language class has three distinct part of Suggestopedia Method as follows:[6]

1) The first part is the oral review section.

All the participants sit in a circle in specially design chairs, the section proceeds as a seminar.

2) In the second part the class is introduce to new materials.

3) The third part is the one that Suggestopedia is best known, the concert session.

d. Benefits of Suggestopedia Method

There are some benefits in utilizing suggestopedia as follows:[7]

1. A comprehensible input based on dessugestion and suggestion principle

By using this suggestopedia method, students can lower their affective filter. Suggestopedia classes, in addition, are held in

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[6]W.Jane Bancroft, *Suggestopedia and Language Acquisition,* (Canada:Scarborough Campus University of Toronto) , 1999, p.60

ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter.

2. Authority concept

   Students remember best and are most influenced by information coming from an authoritative source, teachers.

3. Double-planedness theory

   It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.

4. Peripheral learning

   Suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence.

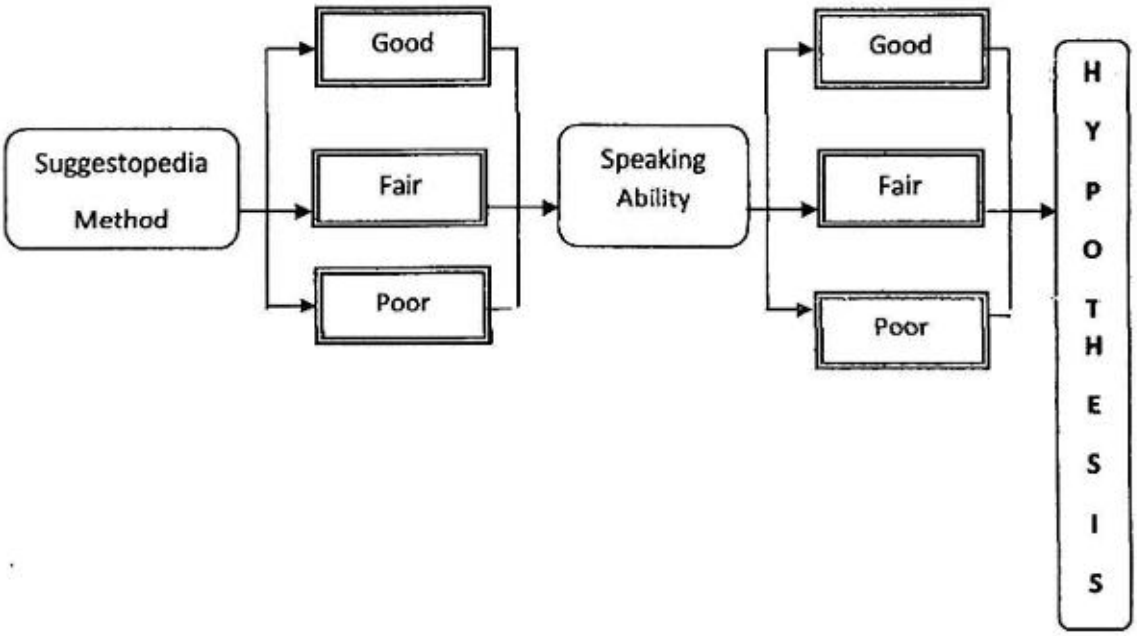
B. Theoretical Framework and Paradigm

1. TheoreticalFramework

There are two variable in this research. They are *Independent Variable* (X) and *Dependent Variable* (Y). The *Independent Variable* (X) is the suggestopedia method and the *Dependent Variable* (Y) is speaking ability.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as following:



From the paradigm above it can be described that the use of suggestopedia method will influence the students'speaking ability. The influence of suggestopedia Method toward students' speaking ability will be good, average or bad depends on the way of this method applied. So, the result of using this method will come to the hypothesis. If there is a positive and significant influence of suggestopedia Method on students' speaking ability at the eleventh grade of SMAN 5 Metroin the academic year of 2015/2016, this method is good and accepted. But, if there is not any positive and significant (not any influence or negative) influence of suggestopedia Method on students' speaking ability at the eleventh

grade of SMAN 5 Metroin the academic year of 2015/2016, this method is bad and rejected.

C. Hypothesis Formulation

Based on theoretical framework and paradigm above the writer formulates the hypothesis as follow:

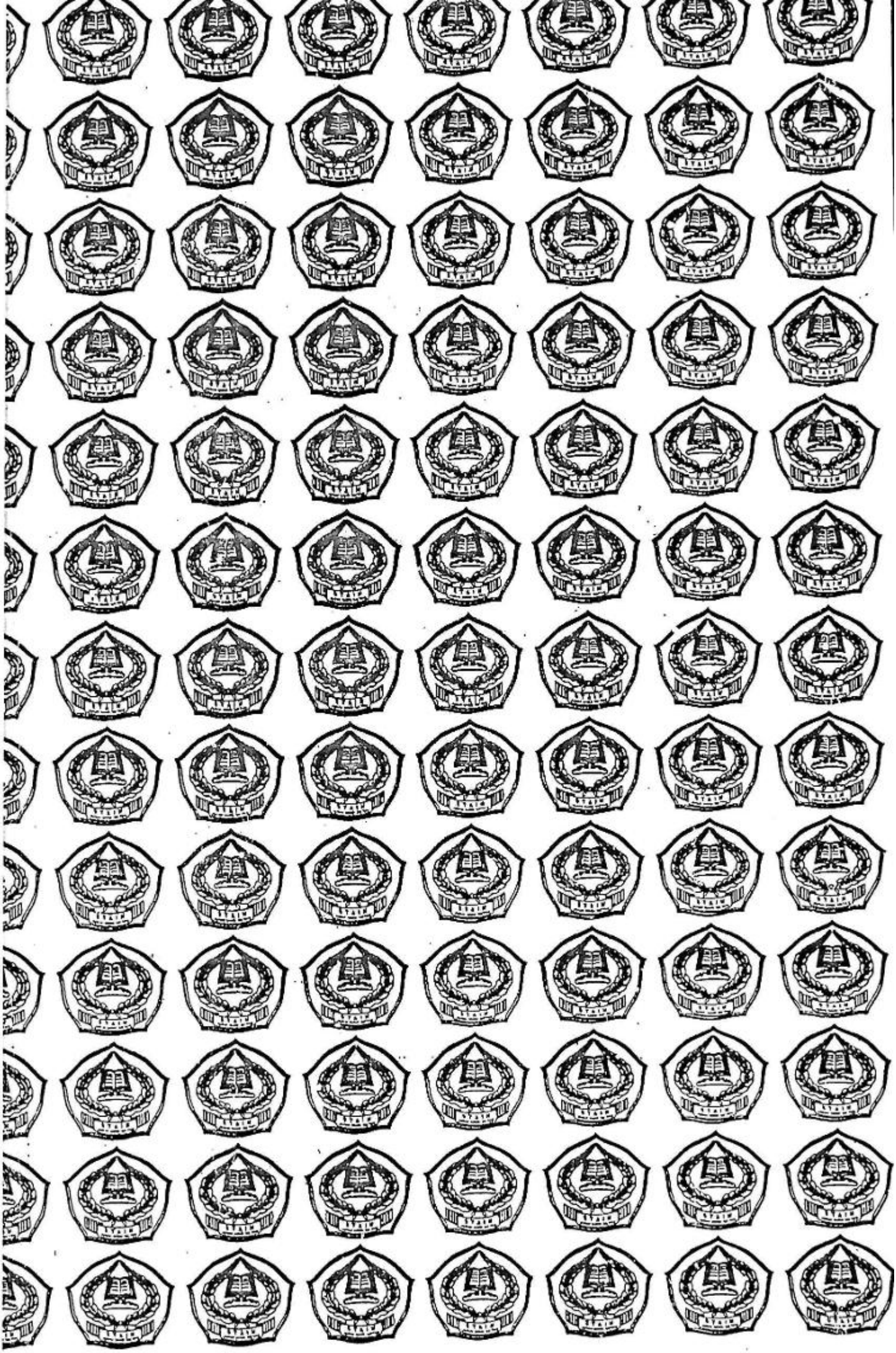
"There is a positive and significant influence of suggestopedia method toward students' speaking abilityat the eleventh of SMA NEGERI 5 METRO".

Alternative Hypothesis (Ha)

1. Ha: There is an influence of suggestopedia method toward student's speaking ability at the eleventh graders of SMA Negeri 5 Metro.

Null Hypothesis (Ho)

2. Ho: There is no influence of suggestopedia method toward student's speaking ability at the eleventh graders of SMA Negeri 5 Metro.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is all of the process that is need in planning when doing research, it will use the quantitative research.According to Daniel, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based on methods (in particular statistics).[1]

In this research, the researcher uses quasi experiment. This research involved two variables, the independent variable is Suggestopedia method and dependent variable is students speaking ability. The researcher chooses class XI IPA 3 as a sample, because this class low their speaking ability. Total students at class XI IPA 3 is 25 students, they can give pre-test and post-test. And the form of test in this research is oral test.

Bambang states that "research in foreign language teaching has a very important role to improve the outcome of the process of learning the language".[2] It means that the researcher concern herself in the teaching in learning process. Finally, the result of the data collecting is classified and analyzed to know the influence of Suggestopedia method toward the speaking ability among the eleventh graders at SMA Negeri 5 Metro.

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[1] Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications, 2004), p. 1.

[2]Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 1.

B. Population, Sample and Sampling Technique

1. Population

"The large group which the generalization is made called a population".[3]Suharsimi Arikunto defines the population as the whole the subjects which are complete and clear and will be object the research.[4] The population of the research is the students of the eleventh graders at SMA Negeri 5 Metro. The total of population in this research is 225 students.

2. Sample

Sugiyono defines that sample is part of characteristic and quantity population.[5]The sample of this research is students of the eleventh graders at SMA Negeri 5 Metro. The number of class at the eleventh is 8 classes. The researcher will take just one class that is XI IPA 3 class that consists of 25 students.

3. Sampling Technique

According to Suharsimi Arikunto explains that "Sample is a part of population that will be researched".[6] Based on the explanation above, the researcher will take 1 class as the control class and experimental class.

---

[3] Donald Ary, Lucy Cheser Jacobs and Asghar Razavieh, *Introduction to Research in Education*, (New York: Rinehart and Winston Press, 1979), p. 129.

[4]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2006), p. 130.

[5]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 81.

[6]Suharsimi Arikunto, *ProsedurPenelitian*.,p. 131.

Sampling method in this research is purposive sampling. Purposive cluster sampling is the sampling technique that has a purpose. The researcher chooses XI IPA 3 because this class has low skill in speaking ability.

C. The Operational Definition of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[7]

Based on the explanation above, the operational definition of variables as following:

1. Independent Variable

Independent variable (X) is variable that cause, influence, or effect outcomes. It also called treatment, manipulate, or predictor variables. Independent variable (X) of this research is Suggestopedia Method. Suggestopedia is one method which uses to influence the speaking ability and it can help the teacher to make the class more effective.

The researcher carried out an oral test to measure of the students tells the story using their own words and their ability to speak English with the support of the Suggestopedia method in learning process. The operate of Suggestopedia method in learning process:

a. The researcher calls the students one by one.

b. The researcher has been prepared themes.

---

[7] Mark Balnavesand PeterCaputi, *Introduction to Quantitative Research Methods*, (New Delhi: Sage Publication, 2001),p. 46.

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The researcher carried out an oral test to measure of the students tells the story using their own words and their ability to speak English with the support of the Suggestopedia method in learning process. The operate of Suggestopedia method in learning process:

a. The researcher calls the students one by one.

b. The researcher has been prepared themes.

---

[7] Mark Balnavesand PeterCaputi, *Introduction to Quantitative Research Methods*, (New Delhi: Sage Publication, 2001),p. 46.

c. The students choose one of the themes that have been prepared by the researcher.

d. The students tell the story based on the themes.

e. The students practice in front of the class.

This variable will be measured through observation to determine the effectiveness of the use of Suggestopedia in learning activities speaking. Moreover, based on the explanation above that is indicator of the effectiveness of the use of Suggestopedia as follows:

a. The students describe the events.

b. The students can understand the story.

c. The students tell in front of the class..

The researcher used the several ways to measure the using Suggestopedia method toward the speaking ability by making observation sheet. Obviously, the rescarcher decides measurement as follow:

2. Dependent Variable

Dependent variable (X) is the variable that depends on the independent variable. It is the result of the influence of the independent variable. Dependent variable (Y) of this research is students' speaking performance, which is defined as the result of Suggestopedia technique.

This variable will be measured by giving pre-test and post-test. The pre-test instrument is retelling the story have been prepare by the researcher using their own words. The post-test instrument is telling the stories based on the themes have been prepared by the researcher. The total score of oral test is 100. The time to present of the story in front of the class is 3 minutes.

Speaking ability that can be defines as the ability to speak like tell the story that the heard in order to the listener understand what they say. There are some indicators in this variable:

a. The students can speak English with good pronunciation.
b. The students can speak English fluently.
c. The students practice tells the story in front of the class.

D. Data Collection Method

In collecting the data, the researcher will use the following steps:

1. Test

Test is a set of question or exercise which uses for knowing the creativity, knowledge, ability or talent that belongs to the individual or

group.[8] In this research the researcher uses a pre-test and post-test as data collection method to measure of the students speaking performance.

a. Pre-test

This researcher uses the pre-test to the students in this first meeting. The purpose of the test is to know how far the students' speaking performance before given treatment by using Suggestopedia technique.

b. Post-test

Post-test is used in the last program of this research after giving some treatment to experimental class in period of time; post-test is conducted to know whether or not there is difference between the means of both experimental and control class.

2. Observation

An important component in any scientific investigation is observation. In the context of science, observation means a systematic method of data collection that relies on researcher's ability to gather data through his or her senses. Observation also refers to the process of making careful and accurate measurement, which is distinguishing feature of well-conducted scientific investigation.

The researcher took field notes on the behavior and activities of individuals as the research site. In this case the researcher directly

[8]Suharsimi Arikunto, *Prosedur Penelitian.*,p. 150.

organized observation in the field research; the researcher took the data of the students' speaking performance test result in SMA Negeri 5 Metro.

3. Documentation

The researcher used this kind of method in order to get the detail information of Suggestopedia method and student speaking ability that had been though by their teacher before. The instrument which will be used for documentation method is books, note, data from internet and other. The researcher uses the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure of SMA Negeri 5 Metro.

E. Research Instrument

1. Instrument Blueprint

Instrument in this research is designed and adjusted with the indicators which have been specified. Moreover, research instrument in the form of grilles, in other to show the influence of using Suggestopedia method toward the speaking ability among the eleventh graders at SMA Negeri 5 Metro.

Table 2

Variable Grilles

No	Variable	Indicator	Item	Form of Test
1	Variable X: Suggestopedia Technique	a. The students describe the events. b. The students can understand the story. c. The students speak the text in front of the class.	5	Speaking ability based on the themes
2	Variable Y: Speaking Performance	a. The students can speak English with good pronunciation. b. The students can speak English fluently. c. The students practice speak the text in front of the class.	5	Practice the text in front of the class
Total			**10**	

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Therefore, the researcher used standard test in oral test. The test used was relevant to objective of the study on English syllabus and material of the eleventh graders of SMA Negeri 5 Metro.

a. Validity

Validity is the instrument to measure something that can be measured.[9]From the statement above validity has a mean to measurement and to know how a test good or not for applied. The researcher used the formula to check the test have a good validity or not.

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

b. Reliability

Reliability can be used in two ways: external and internal. And in this research the researcher used the internal consistency with the following formula:

$$r_i = \frac{2r_b}{1 + r_b}$$

Notes:

r_1 :Internal reliability of the entire instrument.

r_b : Product moment correlation between the first and second parts.[10]

[9]Sugiyono, *Metode Penelitian.*,p. 121.
[10]*Ibid.*, p.131.

F. Data Analysis Technique

In the analyzed data, the researcher used simple statistical formula for comparing the result of the Pre-test and the Post-test. The data will be analyzed by using T-test formula to know the significant and treatment effect the formula of T-test analysis. It means that the researcher consults to the advisor or lecturers about the item test that would be revise on advisor and lecturers suggestion. According Donald Ary the formulation of t-test as follows: [11]

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Explanations:

t = t value for correlation sample

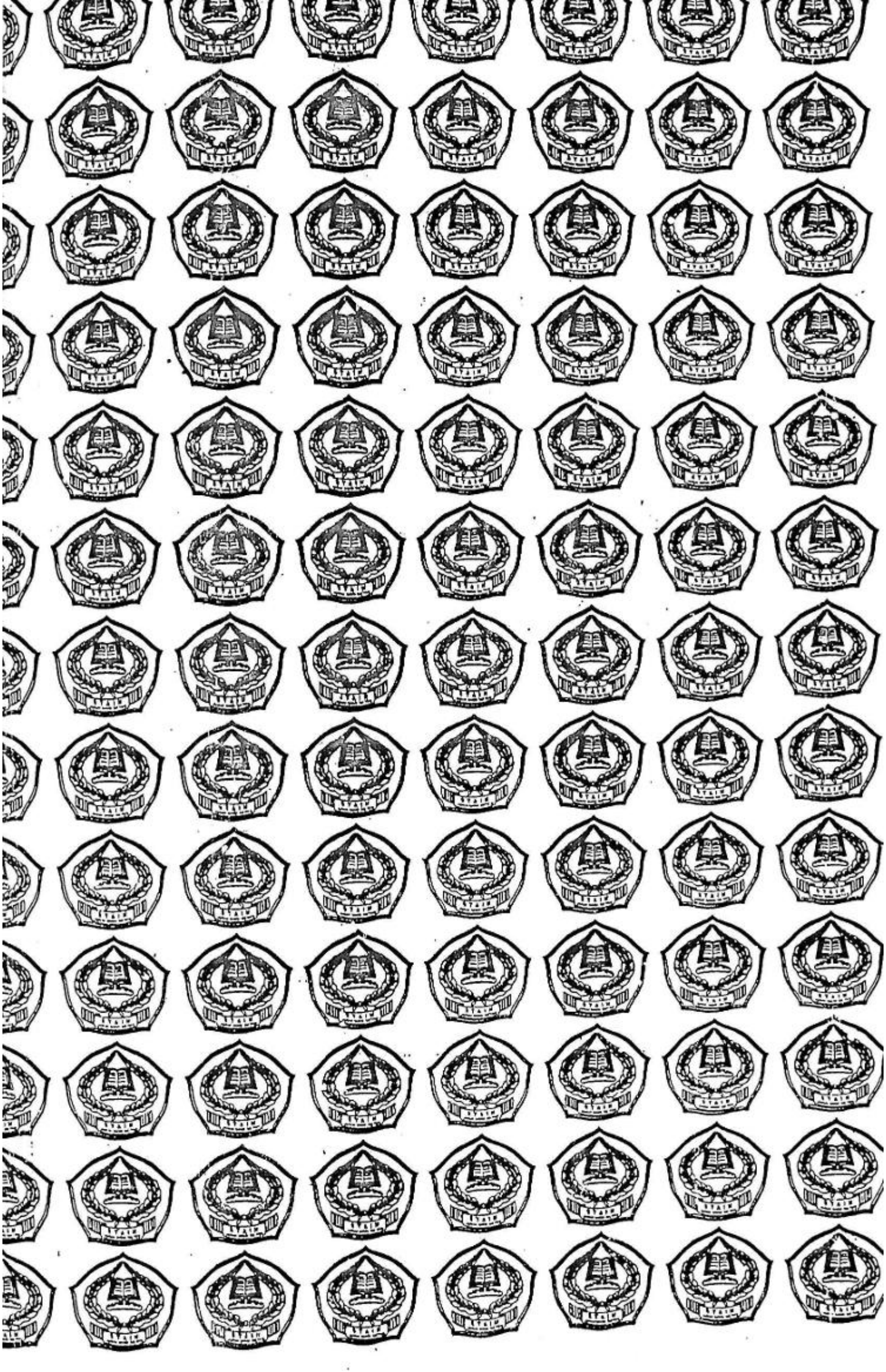
$\overline{D}$ = (*difference*), difference between pre-test score with post-test score

D = The average from difference score (average from D)

D^2 = Square of D

N = Total of participant

[11]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150..



CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The History of SMA Negeri 5 Metro

SMA Negeri 5 Metro was located on Wolter Monginsidi Street, East Hadimulyo of Central Metro district, Lampung. It was established on 2006. The headmaster of SMA Negeri 5 Metro are Drs. Basuki (2006-2011) and Drs. Hanwar Priyo Handoko (2012-now). SMA Negeri 5 Metro was a long journey to be a good institute like this one which has a building stand in the own land more than 1,5 ha. The buildings and the facilities has been exsisted with the headmaster, 14 definite teachers, 4 honorarium teachers, 3 stafs, and 2 school supervisors.

Furthermore, all the infrastructures have also completed which made the institute easier in achieving the purpose of the vision and mision from region environment "Today Must Be Better than Yesterday and tomorrow Must be Better than Today".

All big families in SMA Negeri 5 Metro from Headmaster up to the students always hope the best thing for the better continuance of this institution so that it can be such a place which always gives a good impression for accompaniying the students to achieve their dreams.

b. The Vision and Mission of SMA Negeri 5 Metro

1) Vision:

To be superior in religious and achievement based on the nation, and have a conception of life environment.

2) Mission:

a) Increasing the discipline of the teacher, staf and students.

b) Creating a condusive, effective, and innovative learning condition.

c) Motivating the students and empowering the academic achievement optimally.

d) Bringing the quality of graduation with the higher standard more than national graduation competence standard.

e) Constructing the students based on the religion and good attitude.

f) Completing the infrastructure of teaching and learning maximally.

g) Increasing and developing the extracullicular activity.

c. The Buildings Condition of SMA Negeri 5 Metro

SMA Negeri 5 Metro has following buildings:

Table 3
The Buildings Condition of SMA Negeri 5 Metro

No.	Names of Building	Total
1.	Classroom	19
2.	Headmaster Office	1
3.	Vice-headmaster Office	2
4.	Staff Office	1
5.	Teacher Office	1
6.	Room of BK	1
7.	Physics Laboratory	1
8.	Biology Laboratory	1
9.	Chemistry Laboratory	1
10.	Computer Laboratory	1
11.	Library	1
12.	Room of UKS	1
13.	Room of OSIS	1
14.	Committee Room	1
15.	Toilet	14
16.	Warehouse	1
17.	Ceremony Field	1
18.	Cooperation	1
19.	Canteen	3
20.	Sport Field	1
21.	Mosque	1
22.	Kitchen	1
23.	Parking Area	1

Source: Documentation of SMA Negeri 5 Metro on October, 26 2015.

d. The Teachers and Staffs

SMA Negeri 5 Metro has 57 teachers. The data of the teacher's educational background and the staff of SMA Negeri 5 Metro in academic year 2015/2016 can be seen through this table as follow :

Table 4
The Data of Teacher and Staff in SMA Negeri 5 Metro in Academic Year 2015/2016

Educational Background	Teacher		Staff		Staff Administration	
	Civil Servants	From another School	Library	Laboran	Fixed	Not fixed
S2	1					
S1	49	7	1	3		
D3						2
D2						
D1						
SLTA					3	8
SMK						
TOTAL	50	7	1	3	3	10

Table 5
The Data of Teachers in SMA Negeri 5 Metro

No.	Name	Occuption
1	Drs. Hanwar Priyo Handoko	Counselor Teacher
2	Wiwik Wiji Rejeki, S.Pd	Indonesian Language Teacher
3	Dewi Utami Soewarno, S.Pd	Indonesian Language Teacher
4	Hi. Agus Mucharom, S.Pd	Indonesian Language Teacher
5	Sri Lestari, S.Pd	Indonesian Language Teacher

6	Toto Yulianto, S.Pd	Indonesian Language Teacher
7	Drs. Wahadi	Religion Teacher (Islamic)
8	Wiwi Alfiani S.Ag	Religion Teacher (Islamic)
9	Sukarsih Rahayu S.Ag	Religion Teacher (Buddha)
10	Ketut Edi S.Ag	Religion Teacher (Hindus)
11	CH. Turiah, S.Pd	Civic Teacher
12	Drs. Wardaya	Civic Teacher
13	Yulistin, S.Pd	English Teacher
14	Tuti Novita, S.Pd	English Teacher
15	Dian Puspasari, S.Pd	English Teacher
16	Tri Setiawati, SS	English Teacher
17	Tanjung	English Teacher
18	Darni Safitri, S.Pd	Mathematic Teacher
19	Zaitapuri, S.Pd	Mathematic Teacher
20	Hesma Ratna Sari,S.Pd	Mathematic Teacher
21	Riduan, S.Pd	Mathematic Teacher
22	Estia Hayati, S.Pd	Mathematic Teacher
23	Wari Prastiti, S.Pd	Physics Teacher
24	Budi Nugroho, S.Pd	Physics Teacher
25	Eka Nirwana,S.pd	Physics Teacher
26	Jatmiko Purwo Supatmo, S.Pd	Physics Teacher
27	Ema Suryani, S.Pd	Biology Teacher
28	Nunik Kiswati, S.Pd	Biology Teacher
29	Cahya Ningsih S.pd	Biology Teacher
30	Novi Kusnawati, S.Pd	Chemistry Teacher
31	R. Tri Endah W. S.Si	Chemistry Teacher
32	Siti Aminah, S.Si	Chemistry Teacher
33	Dra. Sri Amanti	History Teacher
34	Martono Eko Saputro	History Teacher
35	Drs. Sukiran	Geography Teacher
36	CH. Harti Setyorini, S.Pd	Geography Teacher
37	Dra. Sri Hartati	Economy Teacher
38	Dra. Farida Tri Rohmawati ZP	Economy Teacher

39	Haronal, S.Pd	Economy Teacher
40	Mohtar Efendi, S.Pd	Economy Teacher
41	Eni Purwaningsih, S.Pd	Economy Teacher
42	Drs. Sismadi	Sociology Teacher
43	Dra. Zalfiyana	Sociology Teacher
44	Silvista Sita Marharini, S.Sn, M.Pd	Art Teacher
45	Jasmin	Art Teacher
46	Yudha Ranto Hari Bowo S.Pd	Sport Education Teacher
47	Afifah Yasin	Sport Education Teacher
48	Yoga	Sport Education Teacher
49	Yudhi Hardiyanto, ST	Computer Teacher
50	Gidion Guntoro, S.Kom	Computer Teacher
51	Samadi, S.Pd.I	Arabic Language Teacher
52	Muamar Dody ,S.Pd.I	Arabic Language Teacher
53	Rina	Lampung Language Teacher
54	Riska	Lampung Language Teacher
55	Dra. Tris Idayati	Counselor Teacher
56	Zulida ZA, S.Pd	Counselor Teacher
57	Dra. Ani Purwatmi	Counselor Teacher

e. The Condition of Students

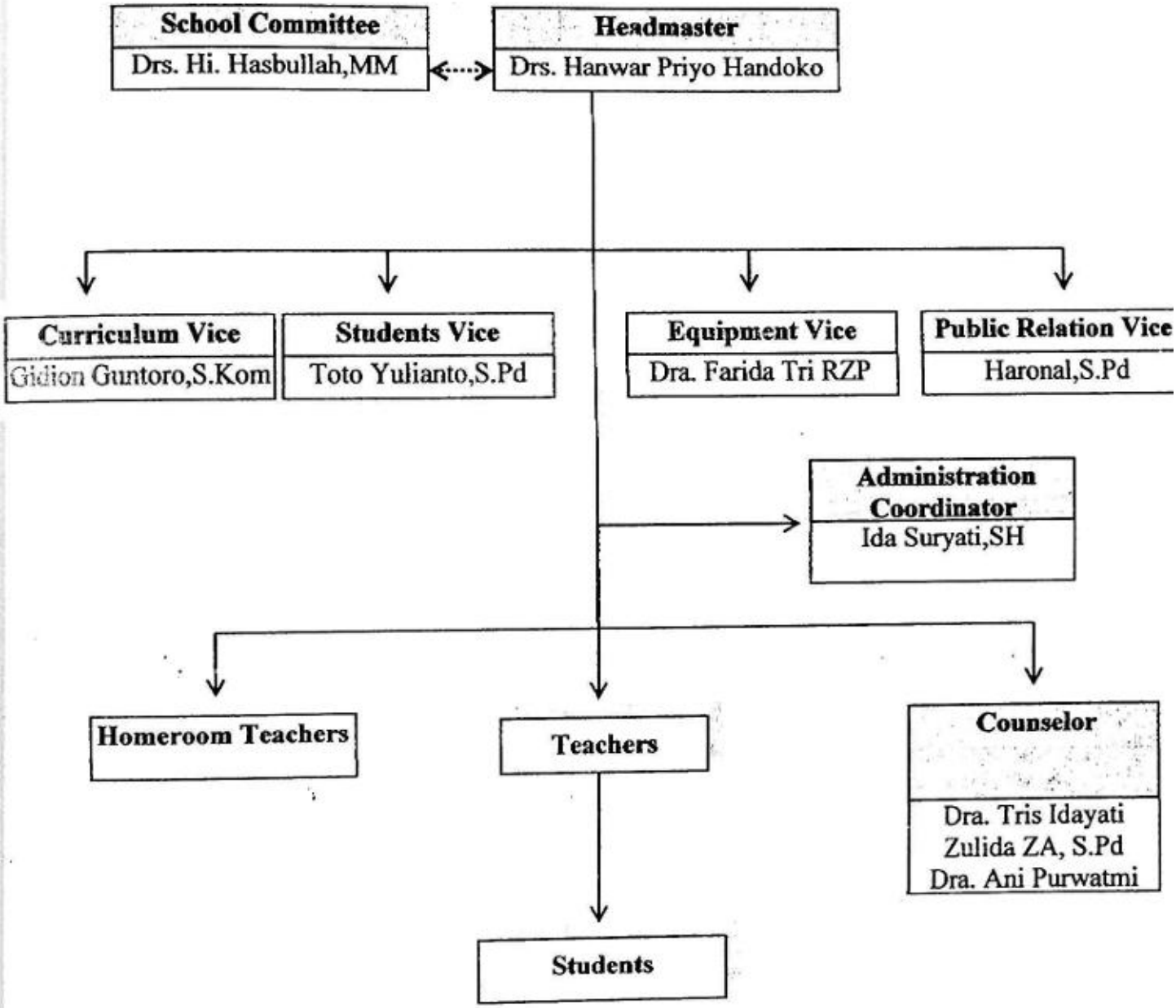
SMA Negeri 5 Metro consist of 23 classes from X to class XII and it can be seen on the table bellow:

Table 6
The Data of The Students in SMA Negeri 5 Metro in Academic Year 2015/2016

No	Grade	∑Classes	∑Students
1	X	8 Classes	254
2	XI	8 Classes	201
3	XII	7 Classes	188
Total		23 Classes	643

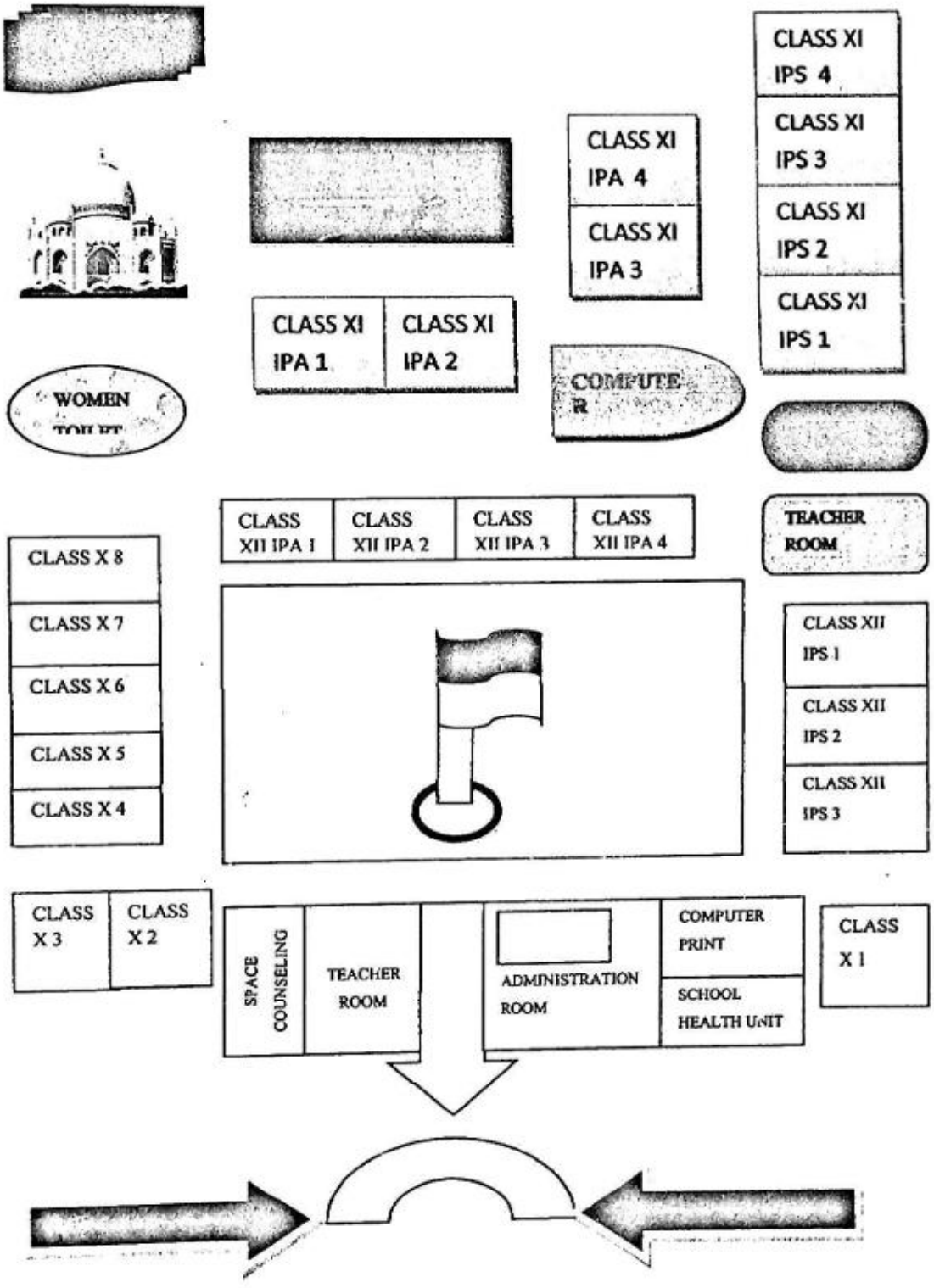
f. The Structure Organization of SMA Negeri 5 Metro

Figure 2



g. The Location Sketch of SMA N 5 Metro

Figure 3



2. Description of Research Data

a. The result of pre-test score

To measure the students' speaking performance the researcher used the pre-test before giving the treatment. The student has given a topic about the intelligent artist and the students asked to retell the story by using your own words. The result of pre-test can be identified as follows :

Table 7
The Result of Pre-Test in Speaking Performance Using Suggestopedia method at The Class XI IPA3

No.	The Students' Initial	Pre-test Score
1	ANP	70
2	ASW	80
3	AMS	70
4	ART	80
5	BRH	60
6	DAZRK	30
7	DSD	60
8	DR	80
9	DS	30
10	ERS	60
11	IPL	70
12	MNY	40
13	MOK	80
14	MLLT	70
15	MJM	90
16	NEAF	80

17	NST	60
18	NH	50
19	PAL	50
20	RF	60
21	RCN	60
22	RNC	80
23	SP	60
24	WRE	90
25	YEAP	80
	Total	**1640**
	Average	**65,6**

Source: The result of pre-test by using suggestopedia method toward the students speaking performance on February, 10th 2015.

The test was followed by 25 students which were cluster selected. The highest score was 90 and the lowest score was 30 with the total score 1640. Based on the data, the researcher measured the class interval by using the formula as follows:

R = the highest score - the lowest score

= 90 - 30

= 60

K = 1 + 3.3 log n

= 1 + 3.3 log 25

= 1 + 3,3 × 1,4

= 5,62 => 6

$$I = \frac{R}{K}$$

$= \frac{60}{6}$

$= 10$

Note:

K: The number of interval class

R: A distance from score maximum and score minimum

I: The length of interval class (total of class interval)

n: Total of participant/students

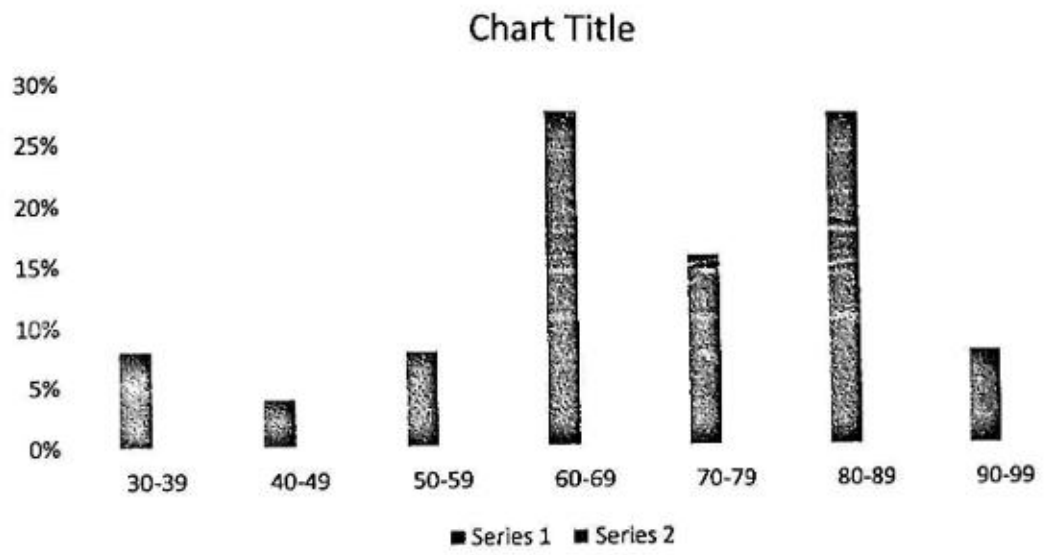
The total of class interval of this result pre-test was 1. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 8
The Table of Frequency Distribution of Pre-test Score

No.	Class Interval	Frequency	Percentage
1.	90-99	2	8%
2.	80-89	7	28%
3.	70-79	4	16%
4.	60-69	7	28%
5.	50-59	2	8%
6.	40-49	1	4%
7.	30-39	2	8%
Total		**25**	**100%**

If the data was put into graphic, it can be seen as follow:

Figure 4



Based on the table frequency distribution and graphic above, it can be inferred that 25 students as the research sample can be divided:

1) For the class interval of 90-99, there were 2 student or 8%.
2) For the class interval of 80-89, there were 7 students or 28%.
3) For the class interval of 70-79, there were 4 students or 16% .
4) For the class interval of 60-69, there were 7 students or 28%.
5) For the class interval of 50-59, there were 2 students or 8% .
6) For the class interval of 40-49, there was only 1 student or 4%.
7) For the class interval of 30-39, there were 2 students or 8% .

b. The result of post-test score

After analyzing the weakness and understanding of students in speaking ability, the researcher conducted the treatment to help the students in understanding of speaking ability. The researcher asks to the students about the difficulties in speaking ability by using the suggestopedia method until the students understand it. After the students has been given the treatment and they have understood, further the researcher gives the post-test to measure their knowing of speaking ability with same test but different topic. The post-test was carried out in order to intend the students' speaking ability after the treatment. The result of post-test can be identified as follows:

Table 9
The Result of Post-Test in Speaking Performance Using Suggestopedia method at The Class XI IPA 3

No.	The Students' Initial	Post-test Score
1	ANP	80
2	ASW	90
3	AMS	90
4	ART	90
5	BRH	90
6	DAZRK	40
7	DSD	60
8	DR	80
9	DS	30
10	ERS	60
11	IPL	70
12	MNY	80

13	MOK	90
14	MLLT	90
15	MJM	90
16	NEAF	90
17	NST	90
18	NH	80
19	PAS	50
20	RF	70
21	RCN	80
22	RNC	90
23	SP	90
24	WRE	90
25	YEAP	80
	Total	**1940**
	Average	**77,6**

Source: The result of post-test by using suggestopedia method toward the students speaking performance on February, 15th 2015.

The test was followed by 25 students which were cluster selected. The highest score was 90 and the lowest score was 30 with the total score 1940. Based on the table above, the researcher measured the class intervalas follow:

R = the highest score – the lowest score

= 90 - 30

= 60

K = 1 + 3.3 log n

= 1 + 3.3 log 25

= 1 + 3,3 × 1,4

$= 5{,}613 \Rightarrow 6$

$$I = \frac{R}{K}$$

$$= \frac{60}{6}$$

$$= 10$$

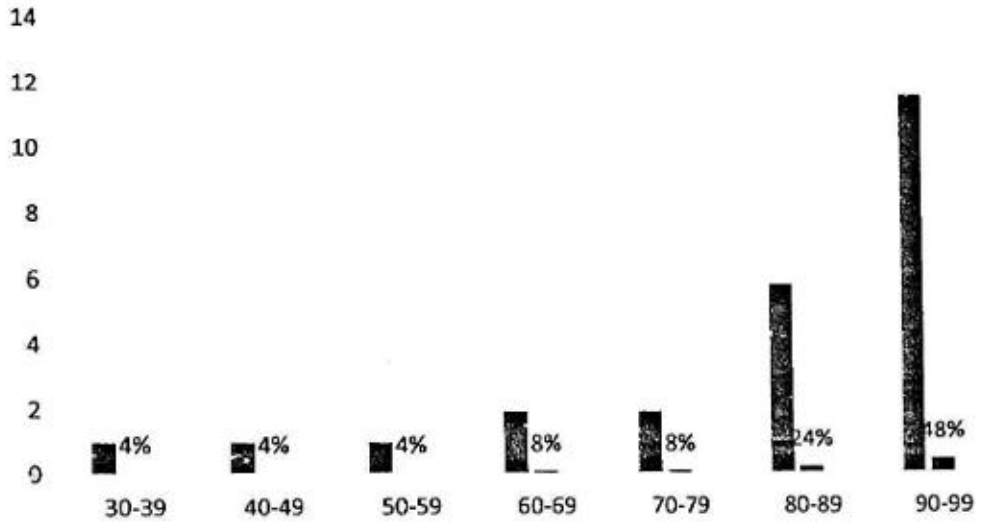
The total of class interval of this result post-test research was 1. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Tabel 10
The Table of Frequency Distribution of Post-Test Score

No.	Class Interval	Frequency	Percentage
1	90-99	12	48%
2	80-89	6	24%
3	70-79	2	8%
4	60-69	2	8%
5	50-59	1	4%
6	40-49	1	4%
7	30-39	1	4%
Total		**25**	**100%**

If the data was put into graphic, it can be seen as follow:

Figure 5



Based on the table frequency distribution and graphic above, it can be inferred that 25 students as the research sample can be divided:

1) For the class interval of 90-99, there were 12 students or 48%.
2) For the class interval of 80-89, there were 6 students or 24%.
3) For the class interval of 70-79, there were 2 students or 8% .
4) For the class interval of 60-69, there were 2 students or 8%.
5) For the class interval of 50-59, there was only 1 student or 4% .
6) For the class interval of 40-49, there was only 1 student or 4% .
7) For the class interval of 30-39, there was only 1 student or 4%

B. Hypothesis Testing

After applying the test, the researcher analyze the data by using T-test in order to prove whether there is a significant and positive influence of using suggestopedia method toward the speaking performance.

To know the different score before and after using suggestopedia method, the researcher analyzed it as folow :

Table 11
The Differences Score Between Pre-Test and Post-Test Students' Speaking Ability Using Suggestopedia method at Class XI IPA 3

No.	The Students' Initial	Pre-test score (X^1)	Post-test score (X^2)	D	D^2
1	ANP	70	80	10	100
2	ASW	80	90	10	100
3	AMS	70	90	20	400
4	ART	80	90	10	100
5	BRH	60	90	30	100
6	DAZRK	30	40	10	900
7	DSD	60	60	0	0
8	DR	80	80	0	0
9	DS	30	30	0	0
10	ERS	60	60	0	0
11	IPL	70	70	0	0
12	MNY	40	80	40	1600
13	MOK	80	90	10	100
14	MLLT	70	90	20	400
15	MJM	90	90	0	0
16	NEAF	80	90	10	100
17	NST	60	90	30	900

18	NH	50	80	30	900
19	PAS	50	50	0	0
20	RF	60	70	10	100
21	RCN	60	80	20	400
22	RNC	80	90	10	100
23	SP	60	90	30	900
24	WRE	90	90	0	0
25	YEAP	80	80	0	0
Total				**∑D= 300**	**∑D²=7200**
				12	

The average of D = (300;25) = 12

Putting the data above and into the formula of T-test in order to get t-observation. So the reasercher uses the formula as follows:

T : Score of T-test

$\sum D$: The total of differences between pretest and post test

N : The total of students

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{12}{\sqrt{\frac{7200 - \frac{(300)^2}{25}}{25(25-1)}}}$$

$$t = \frac{12}{\sqrt{\frac{7200 - (90000 : 25)}{25 \times 24}}}$$

$$t = \frac{12}{\sqrt{\frac{7200-3600}{600}}}$$

$$t = \frac{12}{\sqrt{\frac{3600}{600}}}$$

$$t = \frac{12}{\sqrt{6}}$$

$$t = \frac{12}{2,4494} = 4,8991$$

Furthermore, the writer demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 12

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	25	30	90	65.60	16.603
postest	25	30	90	77.60	15.620
Valid N (listwise)	25				

The table above demonstrated that the total sample of pretest or before treatment was 25 with the minimum value was 30 and maximum 90, mean of pretest was 65.60 with the standard deviation was 16.603. Meanwhile the total sample of post test or after treatment was 25 with the minimum value was 30 and maximum 90, its mean of post test was 77.60 with the standard deviation 15.620.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 13

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - postest	-12.000	12.247	2.449	17.055	6.945	4.899	24	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 12.000 and it's the standard deviation was 12.247 with standard error mean was 2.449, t observed was 4.899 with degree of freedom was 24 to confidence interval of the difference 95%.

After considering the t-test table by using df 24. so it can be found that :

Therefore, $t_{observation}$ is 4,8991 as the result of the counting by using t-test formula above. To know critical value of T-test (t_{table}), the researcher firstly counted the df, df is degree of freedom. The formulation of df = N-1, N is the number of the research population.

Df: N-1

: 25 – 1 = 24

After considering the t-test table by using df 24, because 24 higher than 20 and lower than 30, so it done by interpolation and it can be found that:

Tabel 14
Critical Value of t_{table}

Level of significant	5%	1%
d f 24	1,711	2,492

1. The critical value of t-test (t_{table}) for the 5% level is 1.699
2. The critical value of t-test (t_{table}) for the 1% level is 2.492

Based on all the data analysis above, it can be found that:

1. "$t_{observed}$" = 4.899
2. " t_{table} " level of 5% = 1,711

   " t_{table} " level of 1% = 2.492

Its mean that "$t_{observed}$" higher than " t_{table} " or it can be written as 1,711<4.899>2.492. From the value above, it can be inferred that there is positive and signficant influence of using suggestopedia method on the students' speaking ability at the eleventh graders of SMA Negeri 5 Metro in academic year 2015/2016.

In df 24 with t_{table} 5% is 1,711 and 1% is 2,492 with the $t_{observation}$ is 4,8991. Then, the data confirm that "$t_{table5\%}$"<"$t_{observation}$">"$t_{table1\%}$" or 1,711 <4,8991>2,492. After knowing t_{table} and $t_{observation}$ above, it can be seen the result as follow:

If $t_{observation} > t_{table}$, Ha is accepted and Ho is rejected.

If $t_{observation} < t_{table}$, Ha is rejected and Ho is accepted.

Finally, the data can be confirmed that "$t_{table5\%}$ "<"$t_{observation}$">"$t_{table1\%}$" or 1,711<4,8991>2.492. It can be infered that Ha is accepted and Ho is rejected, it means that there was positive influence of using suggestopedia method toward the speaking ability at the eleventh graders of SMA Negeri 5 Metro in academic year 2015/2016.

C. Interpretations

In this research, all of the tests had done individually by the students. Its benefit was to know the influence of using Suggestopedia method toward the students' speaking ability from the result of those test, there was different score of students. It can be seen from the result of the students' pretest and post test.

- If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

The writer has formulated the Alternative Hypothesis (Ha) such as:
"There is a positive and significant influence of Suggertopedia method on the students' speaking ability at the eleventh grade of SMA Negeri 5 Metro in academic year 2015/2016".

Finally, the data confirmed that "$t_{observed}$" = 4.899 was higher than "t_{table}" level of significant 5% = 1,711 and "t_{table}" level of significant 1% = 2.492. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant influence of Suggestopedia method on the students' speaking ability at the eleventh grade of SMA Negeri 5 Metro in academic year 2015/2016.

D. Discussion

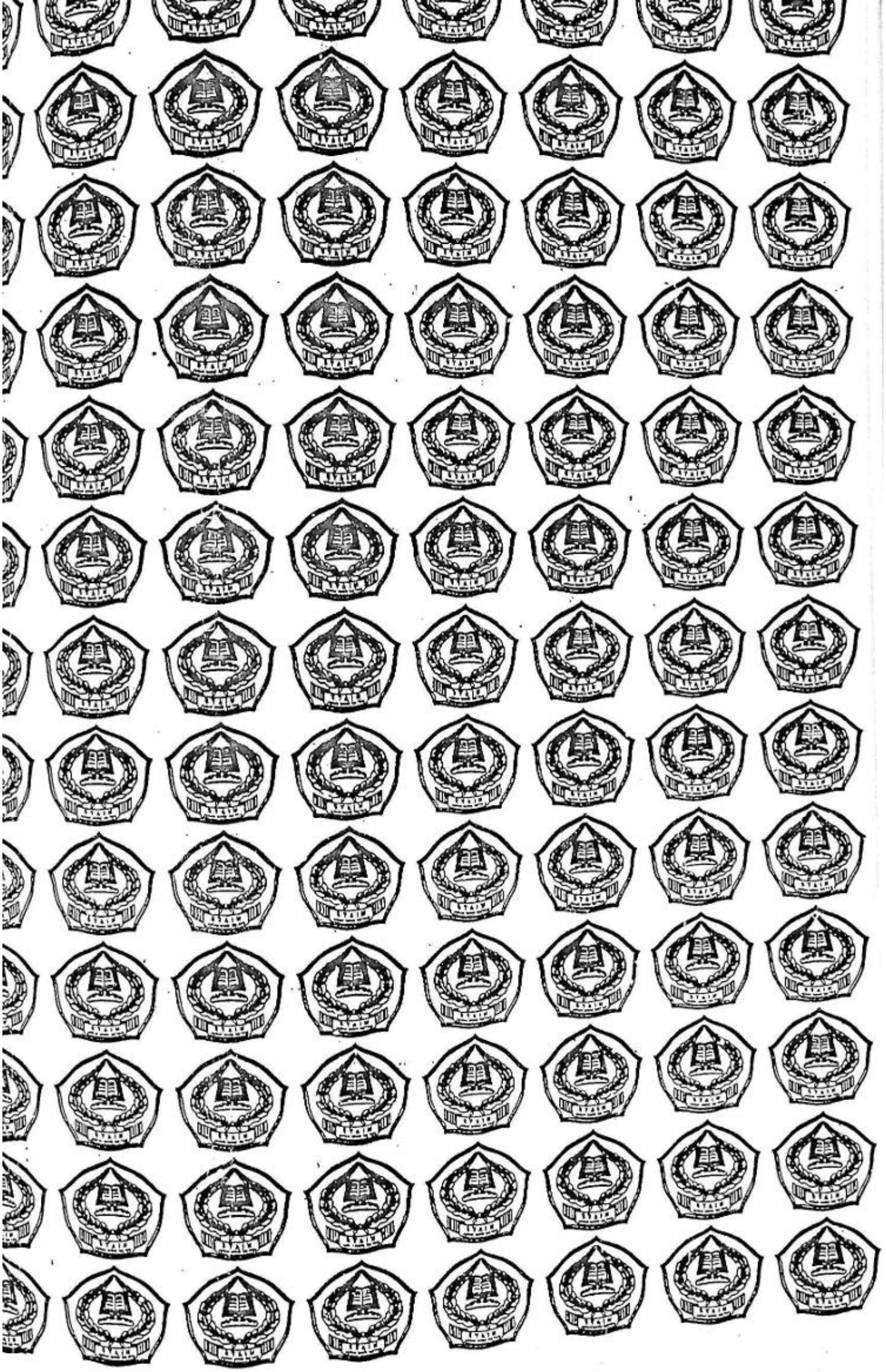
In this research, there are two variables. They are Suggestopedia Method (X) and speaking ability (Y). The variable was tested by using calculation of t-test to investigate whether there is influence of using Suggestopedia Method toward the speaking ability. It demonstrated that there was positive influence of using Suggestopedia Method toward the speaking ability.

Suggestopedia Method can influence to the speaking ability because it very appropriate to use in teaching speaking for mental potential and learning ability young language learners. The advantages of Suggestopedia Method are increasing tacit speaking ability of knowledge, Suggestopedia is a teaching method, which focuses on how to deal with the relationship between mental potential and learning ability and it is very appropriate to use in teaching speaking for young language learners. It means that, suggestopedia can be used as an alternative method to speaking ability.

The result indicated that the students' ability in comprehending the narative text increase after they were taught by using Suggestopedia method. It was proved by the mean score of pre test that improve from 65,60 before treatment up to 77,60 after the treatment. Further, from the computation of t-test, it was gained that at the significant level of 1% and 5%, $t_{observe}$ was higher than t_{table} that was 1,711<4,899>2,492. This mean that the hypothesis proposed by the witer was accepted.

E. Limitation

This research was conducted at SMA Negeri 5 Metro. The subject of this research was the eleventh graders at the first semester in academic year 2015/2016. Hence, the result of this research was limited of the time. So, the result of this research could not be generalized.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and result of the research, the researcher can conclude that:

Based on the pre test or before giving the treatment of Suggestopedia method, the result was: the students who got the score 30-39 were 2 students or 8%, 40-49 was 1 student or 4%, 50-59 were 2 students or 8%, 60-69 were 7 students or 28%, 70-79 were 4 students or 16%, 80-89 were 7 students or 28% and 90-99 were 2 students or 8%. Referring to the standard value of English in SMA Negeri 5 Metro, the students who passed the test were the students who got the score up to 70.00. It indicated there were only 13 students or 52% who passed and 12 students or 48% did not pass the test.

Based on the post test or after giving the treatment of Collaborative strategic Reading technique, the result was: the students who got the score 30-39 was 1 student or 4%, 40-49 was 1 students or 4%, 50-59 was 1 student or 4%, 60-69 were 2 students or 8%, 70-79 were 2 students or 8%, 80-89 were 6 student or 24%, and 90-99 were 12 students or 48%. The score indicated there were 20 students or 80% who passed and 5 students or 20% who did not pass the test.

The result of data analysis about the influence of using Suggestopedia method on the students' speaking ability at the eleventh grade of SMA Negeri 5 Metro in academic year 2015/2016 was as follows: "$t_{observed}$" = 4.899 and

"t_{table}" for the 5% level was 1.711, "t_{table}" for the 1% level was 2.492. It means that "$t_{observed}$" was higher than "t_{table}". Then, the significant value (2-tailed) is $0.000 < 0.01$ with the significant correlation at the 0.01 or 1% level. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It can be proved that there is a positive and significant influence of using Collaborative strategic Reading technique on the students' reading comprehension at the eighth grade of SMA Negeri 5 Metro in academic year 2015/2016. So, the hypothesis is accepted

B. Suggestion

Due to the result of the research, the researcher gave some suggestion to the side that related as the considered as follows:

1. For the Headmaster
   a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
   b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the English teachers:
   a. The English teachers should motivate the students to be more active in learning English by helping them of expand their knowledge by comprehending the speaking ability.
   b. The English teachers are suggested to help the students increase their ability in speaking skill.

c. The English teachers are recommended that they should apply Suggestopedia method. Suggestopedia method as a alternative in comprehending the speaking ability which can help them to speaking skill.

3. For the Students:

a. The students should expand the knowledge by comprehending the reading text well.

b. The students are suggested to increase their ability in comprehending the speaking skill.

c. The students recommended that they should improve their ability in narative text by using Suggestopedia method in the class.

CURRICULUM VITAE



The name of the writer is Finky Andrian Pranata. He was born in Metro Pusat, on July 19th, 1993. He is the first and last child of happy couple, Mr. Wakimin and Mrs. Endah Limar Wigati.

He was graduated from SD Teladan Metro Pusat in 2005. He continued his study at SMPN 3 Kota Metro, and graduated in 2008. He studied in SMAN 2 Metro and graduated in 2011.

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