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SURAT PENGESAHAN

Skripsi yang berjudul : "**Improving The Students' Vocabulary through English Newspaper Articles at the Eighth Grade of MTs. S Babul Ulum Medan Labuhan in Academic Year 2018/2019**" oleh **Nikmah Hayati Tanjung**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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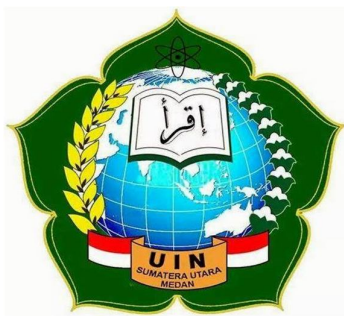
THE IMPROVEMENT OF STUDENTS' SPEAKING SKILL BY USING

SUGGESTOPEDIA AT THE TENTH GRADE OF SMKN 1 BARUMUN

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training State Islamic University North Sumatra Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

BY:

JURAIDA SIREGAR

NIM. 34.14.4.002

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OFNORTH SUMATERA

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MEDAN

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a.nJURAIDA SIREGAR   di-

MEDAN

AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadapskripsi mahasiwi **a.n. JURAIDA SIREGAR** yang berjudul :

"THE IMPROVEMENT OF STUDENTS' SPEAKING SKILL BY USING SUGGESTOPEDIA AT THE TENTH GRADE OF SMKN 1 BARUMUN"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih. WassalamualaikumWr.Wb.

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan di bawahini:

Nama   : JuraidaSiregar
NIM   : 34144002
Jur/Prodi   : Pendidikan Bahasa Inggris
Judul   : **"The Improvement of Students' Speaking Skill By Using Suggestopedia at the Tenth grade of SMKN Barumun"**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 31 August 2018
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ABSTRACT

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Advisor I	: Dr. H. Amiruddin. MS, MA., Ph.
Advisor II	: MaryatiSalmiah, S.Pd, M.Hum
The Title	:The Improvement of Students' Speaking Skill By Using Suggestopedia at The Tenth Grade of SMKN 1 Barumun.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training. State Islamic University of North Sumatera, Medan 2018.

This research was aimed to find out the implementation of Suggestopedia in improving students' speaking skill. The subject of this research was the first grade of SMKN 1 Barumun. Which consisted of 34 students. This research was applied by classroom action research. The qualitative data were taken from observation sheet, interview sheet, diary note and documentation. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post-test in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test Ito post-test II. It was showed from the mean which was 63,82, and for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 78,08. Moreover, in pre-test session which was 5,8% (2 students) who got the point over 70. In post-test 1 for the first cycle which was 32,3% (11 students) who got the point over 70. In post-test 2 for the second cycle which was 94,1% (32 students) got the point over 70. So the total percentage of the improvement from the pre-test to post-test II was 94,1%.

It indicated that was improvement of students' speaking skill by using suggestopedia method.

Keywords: Speaking, Suggestopedia

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيم

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iv

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May Allah protect and give the great blessing for them. *Aamiin*.

Finally, the researcher is fully aware that there is still lot of weakness in this thesis. Therefore, the researcher sincerely welcomes critics and suggestions from the readers to enhance the quality of the thesis.

Medan, 31 August 2018

The Researcher

JURAIDA SIREGAR
NIM.34144002

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of four skills in language that have to be mastered by the students. Besides writing, reading, and listening. It can be tool for the students to communicate. The students can get the other information from other students by speaking.

Particularly speaking is the verbal use of language to communicate with others.[1] Speaking also used to express ideas and for communicating to the people in civilized world. By speaking, people can express their idea, opinions, and purposes orally to the listeners. Perhaps this is due to the assumption that we all can speak. In fact, to speak English well, there are so many aspects we have to consider as significant aspects, i.e. grammar, pronunciation, intonation, stress, vocabulary, and so forth are significant.

However, if somebody has mastered all the aspects, we can not guarantee that he/she can speak fluently. Any other factors that many students are not interested in speaking because of some reasons such nerveous, less confident to speak, difficulties to express ideas orally.

Based on the writers' experience when doing an observation in SMKN 1 BARUMUN, the students speaking skill is still low, they do not g believe their capability in doing something and have less vocabulary. So they can not express their idea and feelings. In other case, the way of teacher teach speaking are usually monotonous. Teacher just explain the material from the textbook. In addi he teacher is not able to use the method that makes students interesting in speaking. To help that problem, the writer should be used the new method in teaching speaking. The writer choose suggestopedia as the method.

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[1] Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), P. 23

Suggestopedia is a method which helps to motivate students in order to learn English as a foreign language, in which students are included in the learning process.[2] The method can be improve students' speaking skill based on a modern understanding of how human brain works and how we learn most effectively. Trought suggestopedia method, the students can learning speaking with fun, enjoyable and motivated. So, the students can learning with relax and make their feelings good to easier them in expressing idea orally.

Based on the background above, suggestopedia method is switchable for the students to improve their speaking skill. Then, the writer interest to conduct research on "**The Improvement of Students' Speaking Skill By Using Suggestopedia at The Tenth Grade Of SMKN 1 Barumun**"

B. Identification of the Study

Based on the background of the study above, it can be identified some problems as follows:

1. The students difficulties to express ideas orally.

2. Most of the students has lack of vocabulary.

3. The teacher still teaching monotonously and don't have a interested method in teaching speaking.

C. Formulation of the Study

The formulation of the study in this 'thesis' is as follows: " How is the students' speaking skill improvement by using suggestopedia method at the first grade of SMKN. 1 Barumun Kab. Padang Lawas?"

D. Objective of the Study

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[2] Maria T.R., & Paulina Verdesoto, Application Of The Suggestopedia Method In 5 of Basic Education In the "San Pedro Nolasco" Primary School, (Cuenca-Ecuador: Universidad De Cuenca, 2011). P. 8

From the precious discussion in the background of study, the researcher describing the using of suggestopedia method on the students' speaking skill is quite useful. Therefore, the researcher would like to know the students speaking skill by using suggestopedia method are increase or not.

E. Significancies of the Study

1. To the Teacher

   The teacher as expected can get more information about suggestopedia method and apply the method maximally to increase the students' speaking skill. In addition, the teacher also motivated to do the innovation of learning in finding the active, creative, and fun strategy or technique as an effort to minimize the students' weaknesses and maximize the students' speaking skill. The researcher expects that this study will give contribution to other teacher or lecturer to use suggestopedia method as an alternative method in teaching speaking.

2. To the Students

   Students are expected to enrich their insight and get better learning by which they will be able to improve their speaking skill. The result of this study is also expected to help and to be beneficial for the students in finding out the effective way of used method to solve their difficulties in developing speaking skill.

3. To the Headmaster

   It expected that the headmaster will get information as in input in leading the teachers to create an effective teaching and learning process in improving the quality of English learning.

4. To Other Researchers

   In developing the reasearchers' knowledge on the development of various teaching method implemented in English teaching to the senior high school level student and

developing another research, the other researchers can develop the next research based on the result and apply it as one of additional references in understanding and mastering the speaking skill. In addition, the result of this study is also expected to arouse the creativity of the other researches by using the best method and also try to express other factors, which are have not been mentioned yet in order to achieve the most comprehensive research result.

F. Limitation of Study

This study is limited on using Suggestopedia as a method. Thus method will used to improve students' speaking skill at the tenth grade of SMKN 1 Barumun.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents the description of theoretical framework used in the study.

1. Speaking Skill

a. Definition of Speaking Skill

1. Speaking

Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples.[3] Allah SAW said in Al-Qur'an surah Ar-Rahman 1-4:

الرَّحْمَـٰنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

It means: The most gracious (Allah), He taught the Qur'an, He created man, he taught him speech.[4]

There are many definitions of speaking that have been proposed by some experts in language learning.

Watkins clarified that in order to speak and express what they want to, people must recall the appropriate words and organize them into units (grammar awareness).[5] Furthermore speaking is a speech production that becomes a part of our daily activities , Thomburry.[6]

According to Nunan, speaking is the productive oral skill. It consist of producing systematic verbal utterances to convey meaning.[7] Then Hall in Fulcher cited that speaking is

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[3] Glenn Fulcher, *Testing Second Language Speaking* (London: Pearson Longman, 2003), p.23.

[4] Departemen Agama RI, *"Al-qur'an dan Terjemahnya Al Jumanatul Ali",* (Bandung: CV J-ART, 2005), Surah Ar-Rahman. P. 531

[5] Peter Watkins, *Learning to Teach English* (New Delhi: Raj Press, 2007), p. 77.

[6] Scott Thombury, *How to Teach Speaking,* (Longman Kanisius: Kesainc Blanc, 2005), p. 8.

an ability that is taken for granted, learned as it is through a process of socialization through communicating.[8]

In the internet TESL journal Hariyye Kayi said that "speaking is the process of building and sharing meaning through use of verbal and non verbal symbols, in variety of context.[9] According to Hornby, (2005:1467) "Speaking is used to show what you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something." It means that by speaking, people can share their arguments to the other. Whereas based on Brown, (2007:303) speaking is spoken language and speaking are similar in meaning that how people use their voice loudly that occurs in time go back and change. Brown explains speaking as the way people transfer something through their voice.[10]

2. Skill

Based on Welford in Winterton, skill is a combination of factors resulting in competent, expert, rapid and accurate performance, regarded this as equally applicable to manual operation and mental activities.[11] Then Shah and Burke mentioned that skill is an ability to perform a productive task at certain level of competence. As a skill is associated with a particular task, a person who doesn't process such a skill is unlikely to be able to carry out this task or will be less productive then somebody who does possess this skill. Skill are often associated with a qualification and its acquisition through formal education and training.[12]

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[7] David Nunan, *Practical English Language Teaching* (Singapore: Mac Graw Hill, 2003), p. 48.

[8] Glenn Fulcher, *Testing Second Language Speaking* (London: Longman, 2003), p. 22.

[9] Harriye Kayi, *Teaching Speaking; Activities to promote Speaking in a Second Language,* The Internet TESL Journal, Voll, XII, No. 11, November 2006, 2014, p. 1, (http://iteslj.org//articles//Kayi-TeachingSpeaking.html)

[10] Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English.* New York: Oxford University Press, 2005.

[11] Jonathan Winterton, *Typology of Knowledge, Skills and Competences: Clarification of the Concept and Prototype* (Luxembourg: Office for Official Publisher of the European Communities, 2006), p. 26.

[12] Chandra Shah and Gerald Burke, *Skill Shortages: Concepts, Measurement and Implications,"* No. 52,2003,p. 5.

3. Speaking Skill

In learning of English language Speaking skill that view as the most demanding in mastering English. In addition, the goal of language itself is communication and the aim of the speaking is a language context is to promote communicative efficiency that teacher want the students to actually be able to use the language as correctly as possible and with a purpose. Speaking skill is capability and proficiency in saying and expressing opinion, feeling, idea and mind through physical and psycological process which listened by partner in communication process.

Speaking skill is labeled oral production. Speaking is used by someone for communication in daily life at school, at home or some other places. Speaking is significant to an individual's living process and experiences. Without speaking, people must remain in almost total isolation from any kind of society. Actually, what is the meaning of speaking? In this process of writing this paper, the writer has tried find out the meaning of speaking as one of the skill in mastery English language. The writer finally found the several resources that explain speaking as follows.[13] In addition, Richard stated that there are three functions of speaking such as talk as interaction, talk as transaction, and talk as performance.[14] Cite that when someone can speak a language it means that he can carry on a conversation reasonably competently.[15]

Speaking skill preceded by listening to know new vocabulary and English sound they do not hear or know before. In fact, some English language classes only emphasize on the importance of mastering writing and reading rather than speaking, that it brings state of

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(http://www.monas.edu.au/education/nonems/centers/eeet/docs/workingpapers/wp52nov03shah.pdf)

[13] Ayu Fitriana, thesis of *The Effectiveness of Role Play on Students Speaking Skill at the First Grade of SMP Muhammadiyah 37 Parung in Academic Year* (Syarif Hidayatulah State Islamic University of Jakarta. 2014), p. 5.

[14] Jack C. Richards, *Teaching Listening and Speaking; from Theory to Practice* (New York: Cambridge University Press, 2008), p. 22.

[15] H. Douglas Brown, *An Interactive Approach to Language Pedagogy* (UK: TESOL International Association, 2001), p. 267.

imbalance then strung out students less to practice to speak English neither formally nor informally. Therefore, it needs to combine other language skills in mastery and to produce good speaking . Speaker are required to be able to express orally what they want to say as effectively as possible in order to convey the message or the information.[16]

b. Types of Speaking Skill

After knowing the definition of speaking, the speaking itself is divided into some types, and according to Brown (2004:141) speaking falls into five basic types:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to parrot back (imitate) a word or phrase or possibility a sentence.

2. Intensive

A second types of speaking frequently employed in assessment context is the production of short stretches of oral language design to demonstrate competence in narrow band of grammatical, phrasal, lexical, of phonological relationship.

3. Responsive

Responsive assessment tasks include interaction and the test comprehension but at the somewhat limited level of very short conversations, standards greetings and small talk simple request and comments and the like.

4. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive (monologue)

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[16] Prof. Dr. Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa,* (Bandung: Angkasa Group, 2008), p. 3.

Extensive oral production tasks include speeches, oral, presentations, and story-telling during which the opportunity for oral interaction from listener is either highly limited or ruled out together.

From these types we know the original improvement of mastering language, in this case is English. All of steps will be done by people when they want to master English well. The next theory is about teaching speaking which can make people master English especially in speaking.[17]

c. Aspects of Speaking

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

1. Speaking is Face to Face

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet &Carter, 2001: 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).

2. Speaking is Interactive

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering

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[17] H. Douglas Brown, *Language Assessment Principles; Classroom Practice* (San Francisco: California, 2003), p. 141-142.

contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27). Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

3. Speaking Happens in Real Time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing.

Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties.

2. Suggestopedia as a Teaching Method

a. Definition of Suggestopedia

Suggestopedia is one of the teaching methods develop by Bulgarian Psychotherapist George Lozanov based on the study of Suggestology. The method has been used in different fields of studies but mostly in the fields of foreign languages learning. Lozanov claimed that by using this method one can teach language approximately three to five times as quickly as conventional method.

The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as improved, it has focused more on "desuggestive learning" and now is often called "desuggestopedia." Suggestopedia is the latest of the six major foreign-language teaching methods known to language teaching experts (the oldest being the grammar translation method). The name of Suggestopedia is from the words "suggestion" and "pedagogy."

Suggestopedia is a dynamic and innovative teaching method that stems from a new vision of learning. Based on the most recent research on how our brains and memories work, this approach organizes material in special ways that the mind can remember spontaneously and then integrates this into what the learner already knows.

Dr. Georgi Lozanov says that as we get older we accept social norms and adjust our personalities to confirm to them (Lozanov,1978). One result is that we inhibit our learning to conform to these outside limits. The capabilities that we used as children are set aside and no longer used but they are preserved as functional reserves. According to Lozanov people can re-integrate these reserves into the active personality by means of suggestion, which increases enormously the ability to learn, to remember and to integrate what they learn into their personality.[18]

Music was central to his method. Baroque music, with its 60 beats per minute and its specific rhythm, created the kind of "relaxed concentration" that lead to "superlearning" (Ostrander &Schroeder 1979: 65). According to Lozanov, during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate.

In applications of suggestopedia to foreign language learning, Lozanov and his followers experimented with the presentation of vocabulary, readings, dialogs, role-plays,

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[18] Monica Mihaescu, *Suggestopeda-A Wonder Approach To Learning Foreign Languages?* (Universitatea din Pitesti, 2008), p. 183-184.

drama, and a variety of other typical classroom activities. Some of the classroom methodology was not particularly unique. The primary difference lay in a significant proportion of activity carried out in soft, comfortable seats in relaxed states of consciousness. Students was encouraged to be as "childlike" as possible, yielding all authority to the teacher and sometimes assuming the roles (and names) of native speakers of the foreign language. Students thus became "suggestible." [19] Students are more "suggestible" regarding the information coming from an authoritative source but this increased receptivity is usually unconscious.[20] Principles of suggestopedia: love, freedom, conviction of the teacher that something unusual is taking place, manifold increase of input volume, global-partial, partial-global; partial through global, the golden proportion, use of classical art and aesthetics.[21]

b. Techniques of Suggestopedia

If you find Desuggestopedia's principles meaningful, you may want to try some of the following techniques, or to alter your classroom environment. Even if not all of them appeal to you, there may be some elements you could usefully adapt to your own teaching style.

1. Classroom Set-up

The challenge for the teacher is to create a classroom environment that is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide as positive an environment as possible.

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[19] H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy, Second Edition* (Longman: San Francisco, California, 2000), p. 27.

[20] W. Jane Bancroft, *Suggestopedia and Language Acquisition; Variations on Theme* (Amsterdam, Netherlands: Taylor & Francis e-library, 2005), p. 13.

[21] Maria Teresa Rivera and Paulina Verdesoto, *Application of the Suggestopedia Method in the 5° of Basic Education in the "San Vedro Nolasco" Primary School* (Universidad De Cuenca, Facultad De Filosofia, Letras Y Ciensias Dla Educacion, 2011), p. 20-23.

2. Peripheral Learning

This technique is based upon the idea that we perceive much more in our environment than we consciously notice. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

3. Positive Suggestion

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: A teacher tells students they are going to be successful. But indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two. For example, indirect suggestion was accomplished in the class we visited through the choice of a dialogue entitled, 'To want to is to be able to.'

4. Choose a New Identity

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional hometown, childhood, and family.

5. Role-play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own

lines relevant to the situation. In the lesson we observed, the students were asked to pretend that they were someone else and to introduce themselves as that person.

6. First Concert

The two concerts are components of the receptive phase of the lesson. After the teacher has introduced the story as related in the dialogue and has called her students' attention to some particular grammatical points that arise in it, she reads the dialogue in the target language. The students have copies of the dialogue in the target language and their native language and refer to it as the teacher is reading. Music is played. After a few minutes, the teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical; the early Romantic period is suggested. The teacher's voice rises and falls with the music.

7. Second Concert

In the second phase, the students are asked to put their scripts aside. They simply listen as the teacher reads the dialogue at normal speed. The teacher is seated and reads with the musical accompaniment. Thus, the content governs the way the teacher reads the script, not the music, which is pre-Classical or Baroque. At the conclusion of this concert, the class ends for the day.

8. Primary Activation

This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialogue out loud, individually or in groups. In the lesson we observed, three groups of students read parts of the dialogue in a particular manner: the first group, sadly; the next, angrily; the last, cheerfully.

9. Creative Adaptation

The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing,

dancing, dramatizations, and games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent.[22]

c. The Procedure in A Suggestopedia Classroom

1. Presentation

A preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun.

2. First Concert

this happens at the beginning of the lesson. The information to be learned is read in time to expressive music. This part involves the active presentation of the material to be learnt. For example, in a foreign language course there might be the dramatic reading of a piece of text, accompanied by classical music.

3. Second Concert

this is a section in which the students are invited to relax and listen to some Baroque music, with the text being read very quietly in the background. The music is especially selected to bring the students into the optimum mental state for the acquisition of the material.

4. Practice

This stage consists of the use of a range of games, puzzles, etc.These activities will help the students to review and consolidate the learning.

Finally, the only homework given to the students is re-reading the presented linguistic material once before they go to sleep at night and once in the morning just after

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[22] Diane Larsen-Freeman and Marti Anderson, *Technique and Principles in Language Teaching, third Edition* (Oxford: Oxford University Press, 2011), p. 113-114

they get up, as these periods are alleged to be the periods where optimal learning takes place.[23]

d. The Strengths and Weakness of Suggestopedia

The Strengths of Suggestopedia

    a. Comfortable environment in classroom set up build mental power of the   student.

    b. The using of native language help student in solving target language problem.

    c. Good suggestion can make student believe to their ability and be confidence.

    d. The picture is change regularly depend on the topica adding student knowledge.

    e. Soft music can bring their mind to the new environtment.

The Weakness of Suggestopedia

    a. Little attention is given to grammar.

    b. Student must trust the teacher, if not they will get difficulties in forming a good environment.

    c. Classroom set up is not always possible to provide by the teacher.

    d. It is expensive because the teacher must change the poster on the wall every week.

    e. Teacher should proved a relaxed and comfortable environment.[24]

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[23] Maria Teresa Rivera and Paulina Verdesoto, *Application of the Suggestopedia Method in the 5° of Basic Education in the "San Vedro Nolasco" Primary School* (Universidad De Cuenca, Facultad De Filosofia, Letras Y Ciensias Dla Educacion, 2011), p. 19-20.

[24] Roisa Indriani, *The Use of Direct Method and Suggestopedia to Improve Students' Vocabulary Mastery of the First year of MTs Darul Ulum Rekrosari in Academic Year2015/2016* (Salatiga: IAIN, 2015), *p.* 25-26.

B. Related Study

This study is related to:

1) Indriani, Roisa (2015). *The Use of Direct Method and Suggestopedia to Improve Students' Vocabulary Mastery of the First Year Students of MTs Darul Ulum Reksosari.*

This research aimed to find out the difference and significant difference of Direct Method and Suggestopedia to improve students' vocabulary mastery. This study was conducted by using comparative study. The population of this research are 94 students of first grade of MTs Darul Ulum Rekrosari. But the writer took 62 of them as sample for research. First is 7A(32) class as experiment class of which its students were taught vocabulary using Direct Method. Second is 7B(31) class of which the students were taugh vocabulary using Suggestopedia. The instruments of collecting the data were quantitative research with experimental method. the researcher also used observation and interview in collecting the data. Because, the researcher cans explore the different interpretation, interaction, and variety opinion about the fact. In analysis the data, the researcher do pre –test and post-test to know the students' ability in vocabulary mastery. In the distribution of pre-test, the mean (average) of experimental group show 62,52. And the mean (average) of control group shows 62,67. Then, the groups (experimental group and control group) were given different technique. The result of the treatment can be seen in post – test score. In the distribution of post – test, the mean (average) of control group is 70,09. And the mean (average) of experimental group is 75,9. Based on this test, H0 is rejected and Ha is received. Because the average score of experimental group is higher than control group. It is seen that there is difference of the average of students score in control group with group work. It means that before and after giving different treatment there is difference of Direct Method and Suggetopedia to improve students vocabulary mastery of the first year students of MTs Darul Ulum Reksosari in

academic year of 2015/2016. While, to know whether there is or there is no significant difference of Direct Method and Suggestopedia to improve students'' vocabulary mastery, the writer compares the score of pre – test and post – test. The writer calculate t – test. The result of t – test, pre test shows – 0,25. Then it is compared with t – table. The t – table with 1 % of significance 60 shows 2,66. The t – test value is lower than t – table. Based on this test, Ho is received and Ha is rejected. It means there is no significance different, because based on the calculation the t – test value is lower than t – table. It shows that the students' ability before giving treatment was relative same.

2) Fitriana, Ayu (2014). *The Effectiveness of Role Play on Students' Speaking Skill at the First Grade of SMP Muhammadiyah 37 Parung.*

The objective of the study is to find out the effectiveness of role play on students' speaking skill at the first grade of SMP Muhammadiyah 37 Parung. The populations of this research is the first grade of the SMP Muhammadiyah 37 Parung, the amounts of the students are 125. The writer chooses VII-5 with 22 students as the sample to observe by using purposive sampling. The instrument for collecting data in this research is oral test and divided into pre-test and post-test, the writer gives pre-test in the first meeting and post-test in the last meeting. The technique of analyzing the data is used comparative technique and "t" test. From the analyzed data of pre-test and post-test by using t-test formula, the result show that the coefficient is 6,741. It means that there is significance increase in teaching speaking by using role play. It is obtained the value of the "t" observation t_o is 6,741 the degree of freedom (df) is 21 (obtained from N-1) = (22-1=21). The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen the *df* 21 and the degree of significance of 5% and 1% the value of degree of significance are 2,080 and 2,831. If compared with each value of the degree of significance; the result is $2,080 < 6,741 > 2,831$.

C. Conceptual Framework

Based on the theoretical framework, the writer defines that skill is the capability of someone for doing something precisely and it gained by exercise and repetition. So we can say that the speaking is oral communication that must use vocabularies, grammar, and some tools to produce words or sentences to convey the message by the speaker to the listener. Therefore, speaking skill is the capability of how to speak clearly in order to make the listener understand what we say. Also, speaking is a process of communication between speaker and listener, also speaking is a process of expressing our ideas, thinking, and opinions.

In the learning process the teacher is as a facilitator. The teacher has responsibility to make the students motivated in study especially in speaking skill. The teachers have to able to increase students' speaking skill. Most of the students are afraid to speak in English in front of their friends, because they don't have much vocabulary and it's make them feel difficult in speaking, habitually they will be laughed by their friends if their English is false

Based on the statement above, the writer assumed that suggestopedia method may reserve for helping the students to increase their speaking skill. By using suggestopedia method, can helping the students to eliminate their feeling about the afraid and barriers in learning speaking. Because, the class is set up to make the student comfortable to environment and relax, that is why in the class there are soft music, dim light, and arm chair in semi circle. There are some picture on the wall that support into one topic that will be taught, and it changes few weeks based on the topic or theme. This method expectable interesting and can increasing the students' speaking skill. Therefore, suggestopedia is fun, enjoyable and motivated. The students get the chance to speak more and it is useful to extend knowledge into feeling.

D. Hypothesis of Action

The hypothesis is students' speaking skill improve by using suggestopedia method at the first grade of SMKN 1 Barumun.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by using Classroom Action Research (CAR).Classroom Action Research was applied in this study in order to see the students' speaking skill by using suggestopedia method.

There are many possible reason for conducting this research, they are:

1. The researcher want to find about herself as a teacher, how effective she is on teaching process and measure the learning interest of students in certain topics.

2. The researcher want to find if a new method will work better and make the learning process easier for the students to understand about topic.

According to Arikunto, a classroom action research consist of three words that can be understood as follows understanding:

1. Class

Class is a group of students who are in the same lesson from a teacher. Restriction written for the understanding of the notion that class is long, to knock out a misconception and is widely understood by the public with "the room where the teacher teaches." Not a form of classroom but group of students who were studying.[25]

2. Action

Something movement activities that are deliberately made qith a specific purpose, with in this study form a series of cycles of activity.

3. Research

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[25] Suharsimi Arikunto, *Prosedur penelitian Satu pendekatan Praktik*, Jakarta. Rineka Cipta, 2006. P. 91

Examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researcher.

The classroom action is not really difficult, because the teachers can do with a deliberate and carefully observed result. If the teacher realized the weakness of the result of his/her work, then that is actually right thing has been used as a little. Thus, it involved four step. They are planning, action, observation, and reflection.

B. Research Setting and Sample

According to Ary, sample is a portion of a population.[26] In this research, the researcher only took one class that consisting of 34 students. This research was conducted in the X grade students at SMKN 1 Barumun in the academic years of 2018/2019. In choosing the classes, the researcher had a discussion with the English teacher as a collaborator in this research. After the discussion, the researcher and the collaborator agreed to choose class X TKJ 1 as the sample.

C. Data Collection

The data collected were in the form of qualitative and quantitative data. The qualitative data were related to the description of the process during the action, interview transcript and observation, diary note and documentation. The quantitative data were related to the students' speaking skill. These data were collected from some techniques used. Those techniques are described as follows:

a. Observation

The observation was to record the learning and teaching process. Before the implementation, the researcher conducted the preliminary observation on the teaching learning process to identify the problem. The observation also conducted during the action to

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[26] Donal, Ary, *Introduction to Research in Education*, (8th edition), (Canada: Wardsworth, Cengage Learning, 2002), p.148.

note down related to some aspects occurring in the classroom. Those aspects were dealing with the students' attitudes in the reading activity, and the teacher's action in the class including the strengths and weakness.

b. Interview

This technique was used to gather detailed information and from the students and the collaborator about the action. The interviews were recorded and then the researcher made the interview transcript.

c. Diary Note

A diary is an originally in handwritten format with discrate entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience.

d. Documentation

The researcher used picture to take the documentation and was take while the teaching and learning process is done. It also could be as proof that the research done.

D. Technique of Collecting the Data

To collect the data, there are five techniques: (1) Speaking test, (2)Conducting interview, (3) Observation, (4) Diary notes, and (5) Documentation

1. Speaking Test

Speaking test is constructed by the following procedures: (a) definition of conceptual, (b) definition of operational, (c) latticework of the tests. Definition of conceptual in speaking skill is the ability to express the idea, thought, and feeling through oral speech by paying attention to the function of English language that is pronunciation, vocabulary, grammar, fluency and comprehension.

Definition of operational in speaking skill is the total score that the students receive after taking an English speaking skill test that is assessed by using weighting table by paying attention to the function of English language that is pronunciation, vocabulary, grammar, fluency, comprehension.

Latticework of the speaking test is giving opinion assessed with pronunciation, vocabulary, grammar, fluency, comprehension.

Table 1

Latticework of the Speaking Test

o	The function of language	Elements	Total of question	Number of question
	Giving opinion	Pronunciation	1	1
		Vocabulary		
		Grammar		
		Fluency		
		Comprehension		
	Total		1	

Table 2

Proficiency Descriptions[27]

Elements	N	Proficiency Descriptions	Poi

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[27]Arthur Huges, (2003), *Testing for Language Teaching,* Cambridge: Cambridge University, pp.131-132

	o		nts
Pronounciation	1	Pronunciation frequently unintelligible	1
		Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion	2
		"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary	3
		Marked "foreign accent" and occasional mispronunciations that to do not interfere with misunderstanding	4
		No conspicuous mispronunciations, but would not be taken for a native speaker	5
		Native pronunciation, with no trace of "foreign accent"	6
Vocabulary	2	Vocabulary inadequate for even the simple conversation	1
		Vocabulary limited to basic personal areas (time, food, transportation, family,etc)	2
		Choiseof words sometimes innacurate, limitation of vocabulary prevent discussion of some common	3

			profesional and social topics.	
			Profesional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
			Profesional vocabulary broad and preciese; general vocabulary adequate to cope with complex practical problems and varied social situation.	5
			Vocabulary apparently as accurate and expensive as that of educated native speaker	6
Grammar	3		Grammar almost entirely inappropriate or inaccurate, except in stock phrases	1
			Constant errors showing control of very few controversial micro skills or major pattern, and frequently preventing communication	2
			Frequents errors showing some major patterns uncontrolled and using causing occasional irritation and misunderstanding	3
			Occasional errors showing imperfect control of some conversation micro skills or some patterns, but no mistakes that causes misunderstanding	4
			Few errors with no pattern of failure	5

		No more than two errors during the presentation	6
Fluency	4	Speech is so halting and fragmentary that conversation is virtual impossible	1
		Speech is very slow and uneven, except for short or routine sentences;frequently punctuated by silence or long pause	2
		Speech is frequently hesitatant or jerky; sentence may be left uncompleted	3
		Speech is occasionally hesitant, with some unevennes caused by rephrasing and grouping for words	4
		Speech is effortless and smooth but perceptible nonnative in speed and evenness	5
		Speech on all general topics as effortless and smooth as native speaker	6
Comprehension	5	Understand too little	1
		Understand only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing	2
		Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing	3
		Understand quite well normal educated	

	4
speech directed to him, but may require considerable repetition or rephrasing	4
Understand everything in normal educated conversation, except for every colloquial or low frequently items or exceptionally rapid or slurred speech.	5
Understand everything in both formal and colloquial speech to be expected an educated native speaker	6

Table 3

Weighting Table

No	Elements		2	3	4	5	6	Total
1	Pronounciation		1	2	2	3	4	
2	Vocabulary		8	12	16	20	24	
3	Grammar		12	18	24	30	36	
4	Fluency		4	6	8	10	12	
5	Comprehension		8	12	15	19	23	
	Total							

2. Conducting Interview

The main purpose of conducting an interview is to gather responses which are richer and more informative by using tape recorder to record the conversation during interview process. The students are interviewed by the researcher about their opinion about English subject that they have learned and their difficulties in learning English especially in speaking.

3. Observation

Observation is a natural process, the researcher observe people and incidents all time based on the observations, the researcher make judgments. Two types of observations are often refereed, they are: participant and non-participant observation. Here, the researcher used participant observation that means the researcher doing the teaching process directly.

4. Diary Notes

Diary note was used to note personal evaluation about the situation of the class while teaching learning process. The researcher will write all events during the learning process including reflection and evaluation of teaching learning process.

5. Documentation

The researcher used picture to take the documentation and was take while the teaching and learning process is done. It also could be as proof that the research done.

E. Data Analysis

The research applied qualitative and quantitave data. The qualitative data will be analyzed from the data observation sheet and interview to describe the increasing of the students' speaking skill by using Suggestopedia Method. The quantative data will be analyzed by computing the scores of speaking test.

To know the mean of the students' score for each cycle, the researcher applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$\bar{X}X$: Mean

$\sum X$: The total score

N : Total number of students

Next, for the students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T}x\ 100\%$$

Where:

P: The percentage of students got score 65

R   : The percentage of students got score above 65

T: Total number of students who participate in the test

F. Research Procedure

The procedure of the data collection of the study is conducted by administrating four meeting and two cycles. Each of the cycle consisted of two meetings. Each of the cycle consisted of four steps namely planning, actions, observation, and reflection. The cycle two did if cycle one is not successful. Cycle one and cycle two is same, the different is only topic. The steps in conducting the research are:

1. Circle I

a. Planning

In this step, the researcher prepared everything which needed in teaching and learning process. There were many activities which will be done in this step. They were:

i.   Prepare the lesson plan

ii.   Prepare all materials that used in this cycle

iii.   Prepare the teaching facilities

iv. Prepare research instruments, such as interview sheet, the diary notes, and observation sheets.

v. Determined the collaborator who help the writer to do this research, to analyze the weakness of process and to reflect the result in learning and teaching.

b. Action

In this step, the researcher did the planning activities. These activities were conducted by the teacher.

Table 4

The Activity while Doing research in First Cycle

Num	Activities	Output
1.	The researcher conducted the pre-test of speaking trough suggestopedia method	Knowing the students' speaking skill.
2.	The researcher explain the material and give the motivation and also showed the students how to speaking well	The students knew the material and competence. Additionally, they can express what they want to say.
3.	The researcher ask the student to retell the topic have discussed in front of the class to	The student start to retell the topic have discussed in

	increase their self-efficacy in speaking	front of the class
4.	The researcher gave more motivation and way how to improve their self-efficacy to easier them on speaking.	The students listen to what the teacher said and and try to applied.
5.	The researcher conduct the test of cycle 1	The researcher found that there was improvement of the students' self-efficacy on speaking skill by using suggestopedia method.

c. Observation

In this step, the collaborator was the English teacher of SMKN 1 Barumun , she observed the students while they were learning by using suggestopedia method and also investigate the situation and the problems or obstacles that were found during the teaching leraning process. The observation was put in his diary note.

d. Reflection

In this step, the writer did the reflection on everything that she had done and made conclusion. If the result did not reach the goal determined, so it would be done in the second cycle by repeating the pre step in order to find problem and made the planning to solve it.

2. Cycle II

Based on the result in cycle I, the researcher as the teacher found the weakness in learning teaching learning process. So that, the teacher did the second cycle. The purpose of the second cycle was to improve data in the first cycle 1. In the cycle II, it included in four steps too, planning, action, observing and reflection. All of the steps are same with the first cycle, but the researcher added some activities in planning and action activities.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data

The data of this research consisted of two kinds; they were qualitative data and quantitative data. The qualitative data were obtained from interview sheet, observation sheet, diary note and documentation. The quantitative data were taken from the mean of students score in taking test.

1. The Quantitative Data

The quantitative data were taken from the score of speaking tests administrated in three times; pre-test (in cycle I), post-test 1 (in cycle I), and post-test 2 (in cycle II).

The score of the students' showed improvement continuously. The improvement of the students' score in speaking skill by using suggestopedia method can be seen in table below.

Table 5

The Students' Score in the Three Speaking Test

No	Initial	Pre-Test	Post-Test 1	Post-Test 2
1	AN	70	75	85
2	AGR	65	75	90
3	AJA	60	70	80
4	AHL	60	60	75
5	AH	55	65	80
6	AM	40	55	75
7	AS		70	90
8	AHR	45	55	75

9	CAH	55	65	75
10	FTM	65	65	75
11	FRD	55	60	70
12	IH	50	65	80
13	IN	50	65	75
14	ISD	65	70	85
15	INS	40	55	75
16	ID	55	65	80
17	JH	50	60	80
18	KAH	45	60	75
19	MSS	55	65	75
20	MP	40	60	75
21	MH	65	75	85
22	MRH	35	50	65
23	MR	50	65	75
24	MSH	60	70	85
25	PI	55	60	75
26	RD	60	65	85
27	RDS	65	70	80
28	RA	70	70	85
29	TA	50	60	75
30	URS	65	70	80
31	UHM	60	70	80
32	ZH	45	55	65

33	DY	35	50	75
34	SK	50	60	75
Total		1850	2170	2655
Mean		54,41	63,82	78,08

2. The Qualitative Data

The qualitative data was taken from interview sheet, observation sheet, diary note and documentation.

2.1 Interview

Interview was conducted to get the information about the students' interest in speaking. There were two interview sheet sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The research interviewed the English teacher and also the students. While the second session, they were still do the same thing. It can be seen in appendix and XII page 91-94.

2.2 Observation Sheet

Observation was used to observed and investigated the students about their speaking during learning teaching process. The observation was focused on the situation of teaching learning process in which suggestopedia method was applied, students' activities and behavior, students' speaking skill. It can be seen in appendix XIII and XIV page 95-101. From the result of observation that were conducted, it was concluded that suggestopedia method was implemented could make the students were active and enthusiastic in learning speaking.

2.3 Diary Note

Diary note were taken as instrument of data to analyze about the activity of the research, the activity of the students during the research, their behavior, expressing, etc.

2.4 Documentation

The researcher was conducted picture as the documentation. It was taken while the teaching and learning process is done. It also could be as proof that the research done.

B. Data Analysis

Data analysis of this research consisted of two kinds; they were qualitative data and quantitative data. The qualitative data were obtained from interview, observation sheet, diary note and documentation. The quantitative data were taken from the mean of students score in taking test.

1. Quantitative Data

The researcher gave tests in the end of each cycle. There was an improvement on the students' ability in speaking from each cycle. It was showed from pre-test until post-test of the cycle II. It can be see below:

Table 6

The Result of Students' Score for Pre-Test

No	Initial	Pre-Test	
		Score	Got Over 70
1	AN	70	Passed
2	AQR	65	Failed
3	AJA	60	Failed
4	AHL	60	Failed
5	AH	55	Failed
6	AM	40	Failed
7	AS	65	Failed
8	AHR	45	Failed
9	CAH	55	Failed

10	FTM	65	Failed
11	FRD	55	Failed
12	IH	50	Failed
13	IN	50	Failed
14	ISD	65	Failed
15	INS	40	Failed
16	ID	55	Failed
17	JH	50	Failed
18	KAH	45	Failed
19	MSS	55	Failed
20	MP	40	Failed
21	MH	65	Failed
22	MRH	35	Failed
23	MR	50	Failed
24	MSH	60	Failed
25	PI	55	Failed
26	RD	60	Failed
27	RDS	65	Failed
28	RA	70	Passed
29	TA	50	Failed
30	URS	65	Failed
31	UHM	60	Failed
32	ZH	45	Failed
33	DY	35	Failed

34	SK	50	Failed
	Total	**1850**	
	Mean	**54,41**	

From the table of Pre-Test, the total score of the students was 1850 and the number of the students who took the test was 34 students, so the students' mean was:

Formula, $X = \frac{\Sigma X}{N}$

$$\bar{X} = \frac{1850}{34} = 54{,}41$$

From the data analysis above, students' speaking skill was low. The mean of the students was 54,41. And to look the number of the students' who were competent in speaking test was calculated by applying the following formula:

Formula, $P = \frac{R}{T} x\ 100\%$

$P_1 = \frac{2}{34} x\ 100\% = 5{,}8\%$ And

$P_2 = \frac{32}{34} x\ 100\% = 94{,}1\%$

Table 7

Distribution of Students' Speaking

For Pre-Test

	Criteria	Total Students	Percentage
P_1	Passed	2	5,8%
P_2	Failed	32	94,1%

From the table analysis, the students' speaking still low. The mean of the students was 54,41. From the score who got over 70 were 2 students or it was only 5,88% and 32 students got under score 70 or it was 94,11%. It can be concluded that the students' speaking still low.

From the explanation above, students' speaking was classified low when conducting action research in pre-test. So, post-test 1 continued in cycle I. The analysis in the post-test 1 of the first cycle can be follow below:

Table 8

The Result of Students' Score for Cycle I

No	Initial	Pre-Test	
		Score	Got Over 70
1	AN	75	Passed
2	AQR	75	Passed
3	AJA	70	Passed
4	AHL	60	Failed
5	AH	65	Failed
6	AM	55	Failed
7	AS	70	Passed
8	AHR	55	Failed
9	CAH	65	Failed
10	FTM	65	Failed
11	FRD	60	Failed
12	IH	65	Failed
13	IN	65	Failed
14	ISD	70	Passed

15	INS	55	Failed
16	ID	65	Failed
17	JH	60	Failed
18	KAH	60	Failed
19	MSS	65	Failed
20	MP	60	Failed
21	MH	75	Passed
22	MRH	50	Failed
23	MR	65	Failed
24	MSH	70	Passed
25	PI	60	Failed
26	RD	65	Failed
27	RDS	70	Passed
28	RA	70	Passed
29	TA	60	Failed
30	URS	70	Passed
31	UHM	70	Passed
32	ZH	55	Failed
33	DY	50	Failed
34	SK	60	Failed
Total		2170	
Mean		63,82	

From the table of Pre-Test, the total score of the students was 1850 and the number of

the students who took the test was 34 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$$\bar{X} = \frac{2170}{34} = 63{,}82$$

From the explanation above, students' speaking was classified still not good when conducting action research in cycle I even though there are 11 students passed the test. The mean of students' ability got 63,82. And to took the number of the students' who were competence in speaking, the test was calculated by applying the following formula:

Formula, $P = \frac{R}{T}x\ 100\%$

$P_1 = \frac{11}{34}x\ 100\% = 32{,}3\%$ And

$P_2 = \frac{23}{34}x\ 100\% = 67{,}6\%$

Table 9

Distribution of Students' Speaking skill

For Post-Test 1

	Criteria	Total Students	Percentage
P_1	Passed	11	32,3%
P_2	Failed	23	67,6%

From the table analysis, the students' speaking skill still low. The mean of the students was 63,82. From the score who got over 70 were 11 students or it was only 32,35% and 23 students got under score 70 or it was 67,64%. It can be concluded that the students' speaking skill still low. Post-test cycle I is categorized failed. The result of Standard of Criteria Success (SKM) minimum was >70 score. Therefore, the next action continued on cycle II. The analysis in the post-test 2 of the second cycle can be follow below:

Table 10

The Result of Students' Score for Cycle II

No	Initial	Pre-Test	
		Score	Got Over 70
1	AN	85	Passed
2	AQR	90	Passed
3	AJA	80	Passed
4	AHL	75	Passed
5	AH	80	Passed
6	AM	75	Passed
7	AS	90	Passed
8	AHR	75	Passed
9	CAH	75	Passed
10	FTM	75	Passed
11	FRD	70	Passed
12	IH	80	Passed
13	IN	75	Passed
14	ISD	85	Passed
15	INS	75	Passed
16	ID	80	Passed
17	JH	80	Passed
18	KAH	75	Passed
19	MSS	75	Passed
20	MP	75	Passed
21	MH	85	Passed

22	MRH	65	Failed
23	MR	75	Passed
24	MSH	85	Passed
25	PI	75	Passed
26	RD	85	Passed
27	RDS	80	Passed
28	RA	85	Passed
29	TA	75	Passed
30	URS	80	Passed
31	UHM	80	Passed
32	ZH	65	Failed
33	DY	75	Passed
34	SK	75	Passed
Total		2655	
Mean		78,08	

From the table, the students' speaking skill by using suggestopedia improved. The standard of criteria maximum was scored by mean 78,08. From the total score of the students was 2655 divided the number of the students who took test was 34 students, so the students' mean was:

Formula, $X = \frac{\Sigma X}{N}$

$$\bar{X} = \frac{2655}{34} = 78,08$$

From the explanation above, students' speaking skill improved. The mean of students' was 78,08. And to took the number of the students' who were competence in speaking test was calculated by applying the following formula:

Formula, $P = \frac{R}{T} x$ 100%

$P_1 = \frac{32}{34} x$ 100% = 94,1% And

$P_2 = \frac{2}{34} x$ 100% = 5,8%

Table 11

Distribution of Students' Speaking Skill

For Post-Test 2

	Criteria	Total Students	Percentage
P_1	Passed	32	94,1%
P_2	Failed	2	5,8%

From the table analysis, the students' speaking skill was classified very good when doing action research on cycle II.

Based on the findings all of the result analysis above, the researcher concluded that suggestopedia method can improve the students' speaking skill.

2. Qualitative Data

The qualitative data was taken from interview sheet, observation sheet, diary note and documentation.

2.1 Interview

Interview was conducted to get the information about the students' interest in speaking. There were two interview sheet sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The research interviewed the English teacher and also the students. In the first session, they were answer the researcher' question that related to speaking. While the second session, they

were still do the same thing. In the second session, there is improvement of the students' speaking skill. It can be seen in appendix IX, X, XI, XII page 88-94.

2.2 Observation Sheet

The observation was done to observe what the students had done during the teaching learning process. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought the suggestopedia method improved their speaking skill, and 3).The mean score of the students was categorized success is 78,08. The result of observation were collected by the qualitative, based on the data observation, there was an improvement in teaching learning process. It can be seen in appendix XIII, XIV page 96-101.

2.3 Diary Note

Diary note was used to see the activities during the research and teaching-learning process in the first cycle and second cycle. It can be seen in appendix XV page 102.

2.4 Documentation

The researcher was conducted picture as the documentation and take while the teaching and learning process is done. It also could be as proof that the research done. It can be seen in appendix XVI page 104.

a. The Activity of the First Cycle

The first cycle was conducted in three meeting. The first test was given to the students without giving any treatment or strategy. From the first test, it was found that just two student can get score 70. It means that they felt difficult in speaking, most of them still had low in speaking and also this thing can be proven from the result of their answer for the first interview that showed they didn't like English subject especially in speaking. The main factor is difficult to speak up, less of vocabulary and grammar, and the teacher seldom to use

the strategy or method in learning process was old strategy. After that the researcher gave the treatment directly in cycle I. Before the teaching-learning process goes on, the researcher explained the suggestopedia method, its step and the advantages-disadvantages of the strategy.

After that, the students listen to the teacher when she presents the information about the text. This can be in the form of a short lecture on the topic. The second one, the teachers ask the students to make speak up. The content should be similar to the material presented during the "listen" portion of the lesson that has been explained by the teacher. The last one, the teacher leads a classroom to make speaking class. The researcher invite the students to make speaking in front of the class.

In the next meeting, they could apply this approach better than before because they already known about the procedures of suggestopedia method. The researcher and the students work together. The purpose was to develop the students' speaking skill.

b. The Activity of the Second Cycle

Based on the reflection that had been done in the first cycle was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than the first cycle. In this cycle, the teacher presents the information to students about the material. The students listen to the teacher presentation about the material. And the teacher would like to invite the students to talking about their self in front of the class. Every students take part of it.

After the end of study, the teacher gave back the interview after applied the strategy to students. So, the result of interview showed that most of them interested to use suggestopedia when learning speaking session. Based on the result of the interview with English teacher, showed that suggestopedia was an interesting way to do in speaking, because it's related to

each other. The teacher motivate the students to do speaking without no worry of any mistakes. Than the students were able to express what they think based on the topic.

C. Discussion

The result of research indicated that there was improvement on the students' speaking skill by using suggestopedia method. It was proved by the data which showed that the mean of the students' score for the first speaking test as a pre-test which was 54,41, the second speaking test as a post-test 1 which was 63,82, and the third speaking test as a post-test 2 which was 78,08. The total percentage of the students who passed the passing grade significantly improve, in the pre-test which was 5,8%, in the post-test 1 which was 32,3%, and in the post-test 2 which was 94,1%.

The researcher also analyzed the qualitative data to support the research finding besides the quantitative data. The qualitative data were organized by interview, observation sheet, diary note and documentation. All of these was data indicated that the students give their attitude and response during teaching-learning process. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying the suggestopedia as the method significantly can improved the students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research it could be concluded that teaching speaking by using suggestopedia method could improve the students' speaking skill at the tenth grade of SMKN 1 Barumun. In conclusion, There is an improvement of the students' speaking skill after applied suggestopedia method. It is proven from the mean of the students' scores in three tests: pre-test (54,41), increased to the mean of the score in post test 1 (63,82), and increased in post-test 2 (78,08). In pre-test only 2 students (5,8%) who passed the test. In post-test 1 increased 11 students (32,3%) who passed the test, and in post-test 2 increased 32 students (94,1%) got high score and passed the speaking test. Furthermore, the interview and observation sheet indicated that there was improvement in students' speaking skill. The suggestopedia method made the students' study active and enthusiast in developing their speaking.

B. Suggestions

Because the relation to the conclusion above. The suggestions are stage as the following:

1. For the English teacher suggested to apply suggestopedia method which has a pleasant learning condition, in order that the students feel more motivated, interested and enjoyable in learning speaking.

2. For the students suggested when they studied English subject especially in speaking either at school or at home, they should believe to their capability to do speaking well without no fear.

3. The other researcher, it is suggested to conduct further and deeper research related to the topic of the study.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan   : SMKN 1 BARUMUN

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : X/1

Materi pokok   : Talking about self

Alokasi waktu   : 4 x 45 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

K1:   Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2:   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab,   peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

K3:   Memahami, menerapkan, menganalisis pengetahuan faktual,   konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4:   Mengolah, menalar, dan menyaji dalam ranahkonkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator pencapaian kompetensi:

2.1Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jatidiri,sesuai dengan konteks penggunaannya.

4.1 Menangkap makna pemaparan jatidiri lisan dan tulis.

4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan dan merespon pemaparan jatidiri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi (IPK):

Pertemuan 1

1.Siswa diharapkan mampu menggunakan bahasa inggris dalam berkomunikasi tentang pemaparan jati diri dengan guru dan teman.

2.Menunjukkan perilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi tentang pemaparan jati diri

3.Mengidentifikasi fungsi sosial, unsur kebahasaan dari teks pemaparan jati diri.

4.Merespon makna teks pemaparan jati diri lisan dan tulis

5.Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri

C. Tujuan pembelajaran

Siswa terampil menggunakan ungkapan memperkenalkan diri dan memberikan respon yang sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri.

D. Materi Pembelajaran

Teks lisan dan tulis pernyataan dan pertanyaan tentang memperkenalkan diri.

Fungsi sosial :menyatakan rencana

1.   Struktur Teks

- *I'd like to tell my name,*

- *Hello I'am Edo, May I know your name please*

- *I'm going to introduce my friend.*

- *How do you do?*

- *I'm glad to know you here*

2. Unsur Kebahasaan

- Kata kerja (Verb) di dalam ungkapan :

- *I'd like to + V1 + C*

- *I will + V1 + C*

- *I'm going to + V1 + C*

- *I want to+ V1 + C*

- Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan/cetak yang rapi dari kosa kata yang ada dalam video, seperti :

- *Nothing, think*

- *Hat, rabbit, tonight, right, white, soft, magic*

- *Look, jump, good*

- *First, trick, take, friend, stage, watch, concert*

- *Poor, see, disappear, etc*

E. **Metode Pembelajaran**

Method   : Suggestopedia

Tekhnik   : Role Play

F. Media, Alat, Dan Sumber Pembelajaran

1. Media : video and pictures

2. Alat : Laptop dan papan tulis

3. Sumber Pembelajaran :Get Along with English(book by Entin Sutinah, dkk), English for SMK (book by Sularto and Istiqomah), Kurikulum 2013, Audio CD/ VCD/DVD, SUARA GURU, Koran/ majalah berbahasa Inggris, www.dailyenglish.com,

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G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan Ke-1

1. Kegiatan Pendahuluan (15 menit)

a. Mengucapkan salam dan berdo'a bersama

b. Memberi motivasi belajar

c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti :

- *How are you going to do in the situation with new people?*

- *Suppose you come to your new class and school . What are you going to do ?*

d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

(*Based on my questions previously, Now, please guess! what topic are we going to discuss today?*)

e. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

(Yaitu materi tentang ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu, bagaimana fungsi sosial, struktur teks, unsur kebahasaan dan tata bahasa, intonasi, tekanan kata dsb)

2. Kegiatan Inti (65 menit)

- Mengamati (Observing)

  Siswa melihat tayangan video tentang percakapan tentang perkenalan diri

- Mempertanyakan (Questioning)

 Siswa dan siswa lainnya berinterakssi saling bertanya tentang diri satu sama lainnya

  Seperti :   - Who are you?

-    where do you live? Etc.

- Mengeksplorasi (Exploring)

 Siswa mengidentifikasi dan mempelajari tentang salam pembuka dan penutup dalam memperkenalkan diri

- Mengasosiasikan (Associating)

 Sambil melihat tayangan video, siswa mengamati dan menulis ungkapan-ungkapan tentang memperkenalkan diri yang digunakan dalam video .

- Mengkomunikasikan (Communicating)

 Dengan maju kedepan kelas siswa memperkenalkan diri kepada siswa-siswa yang lainnya.

3. Penutup (10 menit)

Siswa   diberi   tugas   untuk   mencari   dari   sumber   lainnya seperti *teksbook* dan *internet* yang   berisi   ungkapan   menyatakan   dan   menanyakan tentang memperkenalkan diri.

a. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;

- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be

active in the class. Okay? Now as usual Please write your feeling, your problem and your success during my class in your journal,

- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).

- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual

- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian hasil pembelajaran

Kriteria penilaian Kinerja dan Tugas

- Pencapaian fungsi sosial

- Kelengkapan dan keruntutan struktur teks tentang How to introduce yourself.

- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan

- Kesesuaian format penulisan/ penyampaian

KINERJA (praktik)

- Melakukan monolog tentang teks sederhana "How to introduce your self"di depan kelas

Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks yang berisi tentang Talking about self

Speaking Rubric

Apprentice	Basic	Learned	Exemplary
Presentation shows lack of interest. Speech difficult to understand. Lack of eye contact. Knowledge is minimal.			

Volume is uneven. Lacks of focus. Lacks of information. Grammatical errors. Presentation lacks enthusiasm. Speech is adequate. Lapses in sentence structure and grammar. Fact not included. Volume is uneven. Speech is clear. Eye contact is made intermittently. Grammar usually correct. Knowledge and facts are partially included. Volume is appropriate. Speech is clear. Eye contact is made. Grammar is conventional. Knowledge and facts are included. Volume is appropriate.			

Penugasan/ulangan harian

Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks pemberitahuan sederhana

Observasi:

Lembar Pengamatan Sikap Peserta didik

N	Indikator Sikap.	Bertanggung jawab	Jujur	Santun dalam berkumunikasi	Percaya diri	Kedisiplinan dalam tugas	Nilai rata-rata (kualitatif/huruf).

Nama Peserta didik.						
1						
2						
3						
4						

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang   3 = Cukup   5 = Amat Baik

2 = Kurang   4 = Baik

PORTOFOLIO

Rubriks Portofolio (Format 1)

Nama Siswa   : _____

Kelas   : _____

Guru   : _____

o.	Kriteria Aspek	SB	B	C	K
	Ada catatan kumpulan kemajuan belajar	5 kriteria terpenuhi	4 kriteria terpenuhi	3 kriteria terpenuhi	≤ 2 kreteria terpenuh
	Ada rekaman teks pemberitahuan sederhana				
	Ada kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan sederhana berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi				
	Ada kumpulan hasil tes dan latihan.				
	Ada catatan penilaian diri dan penilaian sejawat				

Format 2

Kriteria	Terbatas	Memuaskan	Mahir
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa penilaian jelas dan terinci	Semua jelas dan rinci
Role Play	Membaca scipt, kosa kata terbatas dan tidak lancar	Lancar dan kosa kata dan kalimat berkembang serta ada transisi	Lancar mencapai fungsi social, struktur lengkap dan unsur kebahasaan sesuai
Menyunting Teks	Penggunaan kata, kalimat dan struktur tidak sesuai	Fungsi social tercapai, struktur dan unsur kebahasaan tepat	Fungsi social tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

Penilaian Diri

Bentuk: jurnal belajar

Contoh Format:

My Learning Journal Name:
A summary of what I have covered:
Things I am still not sure of:
What do I need to do to overcome these uncertainties?
Things I have learned successful today:

I.   Assessment

No	Elements	Score
1.	Pronunciation	20
2,	Vocabulary	20
3.	Grammar	20

4.	Fluency	20	
5.	Comprehension	20	
	Total	100	

Medan,   July 2018

English Teacher   Researcher

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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Kelas/semester　　　　　: X/1

Materi pokok　　　　　: Talking about self

Alokasi waktu　　　　　: 4 x 45 menit (2 Pertemuan)

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B. Kompetensi dasar dan indicator pencapaian kompetensi:

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jatidiri, sesuai dengan konteks penggunaannya.

4.1 Menangkap makna pemaparan jatidiri lisan dan tulis.

4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan dan merespon pemaparan jatidiri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi (IPK):

Pertemuan 1

1. Siswa diharapkan mampu menggunakan bahasa inggris dalam berkomunikasi tentang pemaparan jati diri dengan guru dan teman.

2. Menunjukkan perilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi tentang pemaparan jati diri

3. Mengidentifikasi fungsi sosial, unsur kebahasaan dari teks pemaparan jati diri.

4. Merespon makna teks pemaparan jati diri lisan dan tulis

5. Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri

C. Tujuan pembelajaran

Siswa terampil menggunakan ungkapan memperkenalkan diri dan memberikan respon yang sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri.

D. Materi Pembelajaran

Teks lisan dan tulis pernyataan dan pertanyaan tentang memperkenalkan diri.

Fungsi sosial :menyatakan rencana

1.	Struktur Teks

-	*I'd like to tell my name,*

-	*Hello I'am Edo, May I know your name please*

-	*I'm going to introduce my friend.*

-	*How do you do?*

-	*I'm glad to know you here*

2.	Unsur Kebahasaan

-	Kata kerja (Verb) di dalam ungkapan :

-	*I'd like to + V1 + C*

-	*I will + V1 + C*

-	*I'm going to + V1 + C*

-	*I want to+ V1 + C*

- Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan/cetak

  yang rapi dari kosa kata yang ada dalam video, seperti :

  -	*Nothing, think*

  -	*Hat, rabbit, tonight, right, white, soft, magic*

  -	*Look, jump, good*

  -	*First, trick, take, friend, stage, watch, concert*

  -	*Poor, see, disappear, etc*

**E.	Metode Pembelajaran**

   Method	: Suggestopedia

Tekhnik   : Role Play

F. Media, Alat, Dan Sumber Pembelajaran

1.   Media   : video and pictures

2.   Alat   : Laptop dan papan tulis

3.   Sumber Pembelajaran   :Get Along with English(book by Entin Sutinah, dkk), English

for SMK (book by Sularto and Istiqomah), Kurikulum 2013, <u>Audio CD/VCD/DVD,</u>

<u>SUARA GURU, Koran/ majalah berbahasa Inggris,</u> www.dailyenglish.com,

http://americanenglish.state.gov/files/ae/resource_files,http://learnenglish.britishco

uncil.org/en/, Http://Www.Youtube.Com/Watch?V=Whmvl8_Ijv0

G. Langkah-Langkah Kegiatan Pembelajaran

<u>**Pertemuan Ke-1**</u>

1. Kegiatan Pendahuluan (15 menit)

a. Mengucapkan salam dan berdo'a bersama

b. Memberi motivasi belajar

c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan

disampaikan seperti :

  - *How are you going to do in the situation with new people?*

  - *Suppose you come to your new class and school . What are you going to do ?*

d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

(*Based on my questions previously, Now, please guess! what topic are we going to*

discuss today?)

e. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

(Yaitu materi tentang ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu, bagaimana fungsi sosial, struktur teks, unsur kebahasaan dan tata bahasa, intonasi, tekanan kata dsb)

2. Kegiatan Inti (65 menit)

- Mengamati (Observing)

  Siswa melihat tayangan video tentang percakapan tentang perkenalan diri

- Mempertanyakan (Questioning)

☐ Siswa dan siswa lainnya berinterakssi saling bertanya tentang diri satu sama lainnya

Seperti :   - Who are you?

-      where do you live? Etc.

- Mengeksplorasi (Exploring)

☐ Siswa mengidentifikasi dan mempelajari tentang salam pembuka dan penutup dalam memperkenalkan diri

- Mengasosiasikan (Associating)

☐ Sambil melihat tayangan video, siswa mengamati dan menulis ungkapan-ungkapan tentang memperkenalkan diri yang digunakan dalam video .

- Mengkomunikasikan (Communicating)

☐ Dengan maju kedepan kelas siswa memperkenalkan diri kepada siswa-siswa yang lainnya.

3. Penutup (10 menit)

Siswa diberi tugas untuk mencari dari sumber lainnya seperti *teksbook* dan *internet* yang berisi ungkapan menyatakan dan menanyakan tentang memperkenalkan diri.

b. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;

- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as usual Please write your feeling, your problem and your success during my class in your journal,

- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).

- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual

- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian hasil pembelajaran

Kriteria penilaian Kinerja dan Tugas

- Pencapaian fungsi sosial

- Kelengkapan dan keruntutan struktur teks tentang How to introduce yourself.

- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan

- Kesesuaian format penulisan/ penyampaian

KINERJA (praktik)

- Melakukan monolog tentang teks sederhana "How to introduce your self"di depan kelas

Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks yang berisi tentang Talking about self

Speaking Rubric

Apprentice	Basic	Learned	Exemplary
Presentation shows lack of interest. Speech difficult to understand. Lack of eye contact. Knowledge is minimal. Volume is uneven. Lacks of focus. Lacks of information. Grammatical errors. Presentation lacks enthusiasm. Speech is adequate. Lapses in sentence structure and grammar. Fact not included. Volume is uneven. Speech is clear. Eye contact is made intermittently. Grammar usually correct. Knowledge and facts are partially included. Volume is appropriate. Speech is clear. Eye contact is made. Grammar is conventional.			

Knowledge and facts are included. Volume is appropriate.			

Penugasan/ulangan harian

Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks pemberitahuan sederhana

Observasi:

Lembar Pengamatan Sikap Peserta didik

N o	Indikator Sikap. Nama Peserta didik.	Bertanggung jawab	ujur	Santun dalam berkumunikasi	Pe rcaya diri	Kedisiplinan dalam tugas	Nilai rata-rata (kualitatif/huruf).
1							
2							
3							
4							

Note: Setiap aspek menggunakan skala 1 s.d. 5

      1 = Sangat Kurang   3 = Cukup   5 = Amat Baik

      2 = Kurang   4 = Baik

PORTOFOLIO

Rubriks Portofolio (Format 1)

Nama Siswa   : _____

Kelas   : _____

Guru   : _____

o.	Kriteria Aspek	SB	B	C	K
	Ada catatan kumpulan	5 kriteria	4 kriteria	3 kriteria	≤ 2

		terpenuhi	terpenuhi	terpenuhi	kreteria terpenuh
	kemajuan belajar				
	Ada rekaman teks pemberitahuan sederhana				
	Ada kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan sederhana berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi				
	Ada kumpulan hasil tes dan latihan.				
	Ada catatan penilaian diri dan penilaian sejawat				

Format 2

Kriteria	Terbatas	Memuaskan	Mahir
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa penilaian jelas dan terinci	Semua jelas dan rinci
Role Play	Membaca scipt, kosa kata terbatas dan tidak lancar	Lancar dan kosa kata dan kalimat berkembang serta ada transisi	Lancar mencapai fungsi social, struktur lengkap dan unsur kebahasaan sesuai
Menyunting Teks	Penggunaan kata, kalimat dan struktur tidak sesuai	Fungsi social tercapai, struktur dan unsur kebahasaan tepat	Fungsi social tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

Penilaian Diri

Bentuk: jurnal belajar

Contoh Format:

My Learning Journal Name:	
A summary of what I have covered:	
Things I am still not sure of:	
What do I need to do to overcome these uncertainties?	
Things I have learned successful today:	

I.   Assessment

No	Elements	Score
1.	Pronunciation	20
2,	Vocabulary	20
3.	Grammar	20
4.	Fluency	20
5.	Comprehension	20
	Total	100

Medan,   July 2018

English Teacher   Researcher

Meina Fitri Hsb S.Pd   Juraida Siregar
NIP.   NIM. 34144002

Appendix III
Pre-test Cycle I

Speaking Test

There are several steps in speaking test:

1. In this speaking test there is one topic that will be tell by the students, that is: "talking about yourself"

2. The student speak up about the topic in front of the class.

3. While the students speak up, the researcher will take the recorded of the students by phone.

Appendix IV

post-test 1 Cycle I

Speaking Test

There are several steps in speaking test:

4. In this speaking test there is one topic that will be tell by the students, that is: "talking about yourself"

5. The student speak up about the topic in front of the class.

6. While the students speak up, the researcher will take the recorded of the students by phone.

Appendix V

Post-test 2 Cycle II

Speaking Test

There are several steps in speaking test:

7. In this speaking test there is one topic that will be tell by the students, that is: "tell about the elephant"

8. The student speak up about the topic in front of the class.

9. While the students speak up, the researcher will take the recorded of the students by phone.

Appendix VI

Pre-test in Cycle I

Speaking Script

1. AN

   My name is Afner Nasution, I am fifteenth years now. I am student di SMKN 1 Barumun, I am in the first class now. I go to school dengan motorcycle and I live in desa Salambue. I have 2 brother and 1 sister. My hobby is playing football. My favorite food is fried rice.

2. AQR

   My name is Agung. I am fifteenth years old, I am student at SMKN 1 Barumun. I life in , I am going to school by Motorplay. I live in Aek Lancat. I have 1 brother and 3 sisters. My hobby is memancing. My favorite foot is nasi goreng.

Appendix VII

Post-test 1 in Cycle I

Speaking script

1. AN

   My name is Afner Nasution, I am fifteenth years now. I am student at SMKN 1 Barumun, I am in the first class now. I am going to school by motorcycle and   I live in desa Salambue. I have 2 brother and 1 sister. My hobby is playing football. My favorite food is fried rice and meatball

2. AQR

   My name is Agung. I am fifteenth years old now, I am student at SMKN 1 Barumun. I live in Aek Lancat , I am going to school by Motorcycle. I have 1 brother and 3 sisters. My hobby is fishing. My favorite food is fried rice, I like fried noodle and I like orange juice.

Appendix VIII

Post-test 2 in Cycle II

Speaking Script

1. AN

   Elephant is the largest and stronger dari semua animals. It is a strange looking animal with thick legs, huge sides and back, large hanging ears, a small tail, small eyes, long white tusks, and have belalai. Elephant has big body.

2. AQR

   An elephant is the largest and the strongest of all land animals. It is a strange looking animal with thick legs, huge sides and back, large hanging ears, a small tail, two eyes, has big body, long white tusks, the trunk. The trunk is an elephant's feature, and it has various uses.

Appendix IX

INTERVIEW SCRIPT

With teacher (cycle 1)

R   : Bagaimana menurut anda kemampuan siswa sebelum dan sesudah saya menerapkan suggestopedia method ini dalam pembelajaran speaking?

T   : Menurut saya sebenernya untuk siswa dalam menerapkan suggestopedia method di kelas itu 50/50, yang pertama 50% mereka berminat dalam pembelajaran, dan 50% lainnya agak low dalam pembelajaran bahasa inggris. Tapi agak menarik sih, agar kedepannya trik-trik pembelajaran seperti ini mampu memotivasi mereka untuk kedepannya lebih bagus dalam pembelajaran Bahasa inggris.

R   : Menurut anda bagaimana ketertarikan siswa dalam mengikuti proses pembelajaran speaking dengan suggestopedia ini?

T   : Sebenarnya siswa 50% tertarik, 50% agak rendah, tetapi cukup bagus untuk ketertarikan mereka dalam mengikuti pembelajaran speaking dengan menggunakan suggestopedia method ini. Mudah-mudahan kedepannya dengan metode ini anak-anak lebih bagus lagi dalam pembelajaran speaking.

R   : Dalam interaksi antara siswa dan guru, bagaimana menurut anda keaktifan siswa dalam proses pembelajaran?

T   : Dalam interaksi siswa dengan guru, siswa cukup antusias dan cukup aktif.

R   : Menurut anda bagaimana peneliti dalam memperhatikan siswa saat pembelajaran berlangsung?

T   : disini metode peneliti dalam pembelajaran, jelas harus menguasai kelas, karena itu inti utamanya, karena kalau tidak menguasai kelas, ketertarikan siswa agak kurang, umtuk saat ini dalam penguasaan kelasnya peneliti cukup bagus.

R   : Menurut anda apakah perlu untuk melanjutkan ke cycle yang selanjutnya?

T   : Perlu, agar lebih baik.

Appendix X

INTERVIEW SCRIPT

With teacher (cycle 2)

R   : Menurut anda seberapa besarkah peningkatan speaking siswa dari cycle I ke cycle II ini?

T   : sudah ada peningkatan, cukup bgsus, minat siswa pun sudah mulai tertarik dalam pembelajaran.

R   : Menurut anda bagaimana ketertarikan siswa dalam mengikuti proses pembelajaran speaking dengan suggestopedia method ini?

T   : Lumayan bagus, pembelajarann speaking dengan menggunakan suggestopedia method ini, dan mereka sangat tertarik.

R   : Dalam interaksi antara siswa dan guru, bagaimana menurut anda keaktifan siswa dalam proses pembelajaran?

T   : keaktifan siswa sudah meningkat ketimbang sebelumnya.

R   : Menurut anda bagaimana peneliti dalam memeperhatikan siswa saat pembelajaran berlangsung?

T   : peneliti sudah bagus, karena peneliti sudah mampu menguasai kelas.

R   : Menurut anda apakah perlu untuk melanjutkan ke cycle yang selanjutnya?

T   : untuk tahap sekarang sudah lebih bagus dari yang sebelumnya jadi saya rasa sudah cukup.

Appendix XI

INTERVIEW SCRIPT

With student (cycle 1)

TA

R : Bagaimana kamu menggunakan bahasa Inggris pada saat kamu ingin mengungkapkan pendapat?

S : Ketika ingin mengungkapkan pendapat agak sulit, karena kurang menguasai kosa kata dalam bahasa inggris

R : Bagaimana kamu menjawab pertanyaan-pertanyaan yang diberikan guru dalam bahasa Inggris?

S : Sedikit sulit, karena ada kosakata yang belum diketahui atau dimengerti juga ketika guru memberikan pertanyaan, saya menjawab semampu saya.

R : Bagaimana perasaan kamu ketika kamu belajar speaking?

S : Ada rasa senangnya bisa tahu, ya sulitnya untuk mengucapkan kalimat dalam bahasa inggris.

R : Ketika kamu belajar bahasa Inggris bagaimana gurumu memberikan kesempatan kepadamu untuk bertanya?

S : Guru saya memberi kesempatannya dengan cara menunjuk saya untuk menjawab pertanyaan yang diberinya.

R : Bagaimana perasaanmu tentang kemampuan speakingmu sekarang apakah ada perubahan?

S : Sedikit ada perubahan, dan lebih memahami.

INTERVIEW SCRIPT

With student (cycle 2)

TA

R : Bagaimana kamu menggunakan bahasa Inggris pada saat kamu ingin mengungkapkan pendapat?

S : Ketika saya mengungkapkan pendapat, ya dengan sedikit lancar dengan bahasa inggris, cara mengungkapkan pendapatnya dengan menggunakan expression yang telah dipelajari.

R : Bagaimana kamu menjawab pertanyaan-pertanyaan yang diberikan guru dalam bahasa Inggris?

S : Alhamdulillah saya lebih mengerti dan dapat menjawabnya dengan benar.

R : Bagaimana perasaan kamu ketika kamu belajar speaking dengan menggunakan suggestopedia method?

S : Menyenangkan, dan agak sedikit deg degan karena kan biasnya menggunakan bahasa indonesia, nah disini kami menggunakan bahasa inggris.

R : Ketika kamu belajar bahasa Inggris dengan saya (peneliti) bagaimana menurut kamu saya (peneliti) memberikan kesempatan kepadamu untuk bertanya?

S : Ketika kakak setelah menjelaskan tentang pembahasan hari itu, lalu kakak mempersilahkan kami untuk bertanya seputar materi tersebut.

R : Bagaimana perasaanmu tentang kemampuan speakingmu sekarang apakah ada perubahan?

S : Alhamdulillah, kemampuan speaking saya menjadi lebih baik dan lebih lancar dari sebelumnya.

Appendix XIII

OBSERVATION SHEET

(A Classroom Action Research at the First Grade of SMKN 1 Barumun)

(cycle I)

Class   : X TKJ 1

Date   :

Give the checklist (√) if "Yes" or "No"

No	Aspects		Researcher		Students	
			Yes	No	Yes	No
Pre-Teaching						
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√		√	
2	Checking the students attandance and asks the students' condition.	Answering the students' attandance from the researcher and saying their conditions to the researcher.		√	√	
3	Warming up the students by giving some question about the topic that will be discussed in the	Answering the questions given by the researcher.	√		√	

No	Teacher Activity	Student Activity				
	class.					
4	Motivating the students for learning speaking.	Feeling motivated and excited to learn speaking.	√		√	
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	√		√	
Whilst-Teaching						
6	Writing the question on the board.	Answering the question that written on the board.	√		√	
7	the teacher explained about the topic discussion.	The students' listen to what teacher explained.	√		√	
8	The teacher invite the students to speak up about the topic in front of the class.	The students' do their best, some of them was talking actively	√		√	
9	Watching the student's speak in front of class	Speak	√		√	
Post-Teaching						
10	Giving feedback.	Listen the feedback from	√		√	

		the researcher.				
11	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			√
		Understaning about the topic that they have learned.		√	√	
12	Ending the lesson and saying a prayer.	Feeling that suggestopedia method is good to apply in speaking class.	√			√
		Saying prayer.		√	√	

Appendix XIV

OBSERVATION SHEET

(A Classroom Action Research at the First Grade of SMKN 1 Barumun)

Cycle II

Class   : X TKJ 1

Date   :

Give the checklist (√) if "Yes" or "No"

No	Aspects		Researcher		Students	
			Yes	No	Yes	No
Pre-Teaching						
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√		√	
2	Checking the students attandance and asks the students' condition.	Answering the students' attandance from the researcher and saying their conditions to the researcher.		√	√	
3	Warming up the students by giving some question about the topic that will be discussed in the	Answering the questions given by the researcher.	√		√	

		class.		√		√	
4	Motivating the students for learning speaking.	Feeling motivated and excited to learn speaking.		√		√	
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.		√		√	
Whilst-Teaching							
6	Writing the question on the board.	Answering the question that written on the board.		√		√	
7	the teacher explained about the topic discussion	The students listen to what the teacher explained.		√		√	
8	The teacher invite the students to speak up about the topic in front of the class.	The students di their best and some of them was talking actively.		√		√	
9	Watching the student's speak in front of class	Speak		√		√	
Post-Teaching							
10	Giving feedback.	Listen the feedback from the researcher.		√		√	

1 1	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			√
		Understaning about the topic that they have learned.		√	√	
1 2	Ending the lesson and saying a prayer.	Feeling that suggestopedia method is good to apply in speaking class.	√		√	
		Saying prayer.		√	√	

Appendix XV

DIARY NOTE

First Meeting (Thursday, 12th July 2018)

In the first meeting, the researcher introduced herself to the students in front of the class. The researcher explained the purposed of her coming. The researcher told that she would be there for sixth meetings. After that she called the students name based on attendance list. At the first time the researcher felt difficult to handle the class because the class is very noisy, but after that the class can be control well.

Second Meeting (Monday, 16th July 2018)

In the second meeting, the researcher gave the pre-test. Most of the students can speak up. During the learning teaching process, the students seemed very difficult to do the speaking because they did not have good preparation based on the students' score result of pre-test still had difficulties in speaking. This statement is also proved when the writer gave the interview sheet to the English teacher in the first session.

Third Meeting (Thursday, 19th July 2018)

In the third meeting, the researcher explained about suggestopedia method. The students still confused about this method. The researchers make it clearly about the suggestopedia and then invite the students to make speaking in front of class. After that the researchers give the post-test 1 to the students. The students talking about their self in front of the class. Eventhough some of them still feel difficult to speak up.

Fourth Meeting (Sunday, 23rd July 2018)

In the fourth meeting, the researcher announced the students score was in proved. Then, explained about the material (talking about self). How to improved their self-efficacy in speaking by using suggestopedia method.

Fifth Meeting (Thursday, 26th July 2018)

In the fifth meeting, we start to practice suggestopedia method. The first, The teacher will explain about suggestopedia method and the material while the students listen to the teacher. The second one, the teachers ask the students to speak up. The content should be similar to the material when the teacher presented before. After apply suggestopedia method, the students seem enthusiastic, they look enjoyable in speaking.

Sixth Meeting (Sunday, 30 July 2018)

In the last of meeting, the researcher gave the post-test 2. The researcher invite the students to speak up in front of the class and the topic is about an elephant. The researcher do record All of the students did it well. They not feel too difficult in speaking. The situation during the teaching learning process was very well, conductive and enjoyable. The students were very interested and enthusiastic. Suggestopedia method successfully worked in helping the students; self-efficacy in speaking, it can be proved by their score that increase from the cycle I to cycle II.

Appendix XVI

DOCUMENTATION

The picture when the researcher introduce herself.

When the researcher explained about suggestopedia method.

When the researcher doing record.