



**THE EFFECTIVENESS OF USING SUGGESTOPEDIA  
IN TEACHING SPEAKING**

**(An Action Research at Grade X of SMA Negeri 1 Kayen  
in the Academic Year 2010/2011)**

a final project

submitted in partial fulfillment of the requirements

for degree of *Sarjana Pendidikan* in English Language Education

by

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**THE EFFECTIVENESS OF USING SUGGESTOPEDIA IN TEACHING SPEAKING (An Action Research at Grade X of SMA Negeri 1 Kayen in the Academic Year 2010/2011)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan diskusi dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung maupun sumber yang lainnya, ditulis dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 19 Maret 2011

Yang membuat pernyataan

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The LORD is good, a strong hold in the day of trouble; and he knoweth them that  
trust in Him.

(Nahum 1:7; Holy bible KJV)

To:

My Jesus Christ

My beloved parents and entire family

My all friends in PKMB Kayen

and UKK UNNES

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## ABSTRACT

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Speaking is considered as the social skill for students, but learning speaking especially in English is not easy. Students should learn speaking through practice without worrying about making mistakes continuously.

The objective of this research is to find out the effectiveness of using suggestopedia in teaching speaking. In this suggestopedia method, the students were set free their mind in imagining something and hoped not to worry telling something in their mind with accompanying of music, pictures, and other teaching media. They were asked to enjoy participating the lesson so they easily answered every question given and did every assignment given in a comfortable atmosphere created in classroom.

The study is an action research which consists of two cycles. In cycle one, the students were trained to describe something in a short sentence with a simple pattern so they can easily describe something directly. In cycle two, students were asked to describe something in hard pattern. It means that they must describe something in the form of monologue and dialogue in several situations. These cycles would show the improvement of the treatment given to the classroom. The speaking aspects include grammar, vocabulary, comprehension, fluency, pronunciation, and task.

To know the effectiveness of using suggestopedia I used tests, questionnaire and doing observation as the instruments. At first, the means of the pre-test is 38.84. Then, the first cycle test means score is 59.73. While the post-test means score is 74.00. Whereas from the questionnaire, it shows that the students were interested in this teaching method. They felt comfortable in attending this classroom and understood the material given easily by the activities. Moreover, based on the observation during the research, the students enjoyed the suggestopedia classroom because they are asked to do some fun activities.

Based on the result of the computation I can conclude that suggestopedia is effective to improve students' speaking skill. As a result, students were interested in this method because they can practice English in different way. The English teacher is expected to be creative in initiating the new ideas to teach speaking English.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter covers the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and the outline of the final project.

### **1.1 Background of the Study**

Language is one important aspect available in people's life. People need language to communicate with others and deliver their arguments, to do anything in their own life. Many linguists have attempted the definitions of language. Lado (1961:2) defines that language is primarily an instrument of communication among human beings in a community. Moreover based on Hornby (1995) from Oxford Advance Learners' Dictionary, language is the method of human communication either spoken or written, consisting of the use of words in a structured and conventional way. However people in every country has a different language as their communication media, so people need an international language to communicate with other in this world.

English is one of the international languages used by people in every country which can make communication across each country easier. For this purpose people need to master English very well so that they can have a good communication with other people in another country.

In Indonesia itself, for its function, English has become one of the school subjects which are tested in UAN (Ujian Akhir Nasional). All of the students from

elementary until university level, are prepared to have good competence in English. From elementary level, students are introduced in English by their teacher so that they can continue learning English to the next level. In the university level, for English department students, they learn English deeper than the non-English department students who usually get only introduction and beginner skill of English in their beginning semester.

In the Senior High School, students learn English as the second language. Students are expected to be success in learning English through mastering both language skill and language components. Language skills are listening, reading, speaking, and writing. Language components contain vocabulary, structure, and pronunciation. Students should be able to apply those skills and components in their habitual activities and social environment.

However, mastering English well in this level is not easy. Teacher should have a good strategy in teaching so that the students are interested in learning English. Yet, in some schools especially in rural area, teacher teaches his students without some variation or good strategy so that students are bored in following learning process. From my experience, teacher usually teaches by asking students to do the assignment and some tasks without any interesting activities so sometimes it makes English becomes scary subject for students.

Based on some teachers' experiences, the teaching method that they usually use in teaching speaking in their class is asking their students to compose a dialogue and let them practice their dialogue in a good pronunciation, intonation, etc. By this method, the students sometimes can feel bored and do not

enjoy the class even they will be afraid when they make a mistake in their speech in front of the teachers.

The variation in teaching also affects the result of the teaching process especially for students' ability in every skill. In teaching strategies, there are a lot of methods that can be applied in teaching speaking, and the most unique method than the other is the suggestopedia method which seems fun and attractive because of the use of music, pictures, and funny activities in class. The suggestopedia teaching method which is illustrated by Celce-Murcia (1991) is called an affective humanistic approach that is an approach in which there is respect for students' feelings. The originator of this method, Georgi Lazanov asserts, is that we set up psychological barriers to learning. According to Lazanov, we may be using only five to ten percent of our mental capacity. In order to make better use of our reserved capacity, the limitations we think we have need to be "suggested". 'Suggestopedia' the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and to help them overcome the barriers to learning.

In this research, I will focus on speaking skill of the students because from their speech, we can not only measure the understanding of each student but also their fluency and accuracy in their speaking skill. And as the subject of research I will use first grade students because actually they have learned English more than two years before as their model to learn English more as the senior high school students.

Based on the reasons above, I want to find out the effectiveness of using suggestopedia method in teaching speaking for grade X students in senior high school, and the frequency of using this method in teaching learning process as variation method.

## **1.2 Reasons for Choosing the Topic**

The followings are reasons for choosing the topic:

- (1) Speaking is a skill that performs all of students' mastery from the material included their fluency and accuracy in speaking comprehension.
- (2) Suggestopedia method is a unique method which uses some suggestion and fun activities in delivering the material to the students.

## **1.3 Statement of the Problem**

Based on the background above, the problem would be proved in this research is :  
How effective is the suggestopedia method applied to improve students' speaking ability for grade X students in SMA Negeri 1 Kayen?

## **1.4 Objectives of The Study**

The objective of the study, concerning the statement of the problem is:

To find out that the suggestopedia method is effective in teaching speaking to improve students' speaking ability for grade X in SMA Negeri 1 Kayen.

## **1.5 Significance of the Study**

The result of this research can contribute for the teacher in his teaching strategies especially when they teach speaking. The teacher can use suggestopedia in

teaching speaking as an alternative method and can improve students' motivation. And also by this method, the students can enjoy the speaking class in a fun way.

### **1.6 Outline of the Research Report**

The final project is divided into five chapters. Each chapter will contain different topics. Chapter I is introduction. This chapter explains the background of the study, reasons for choosing the topics, statement of the problem, objective of the study, significance of the study, and the outline of the thesis. Chapter II is the review of related literature. This chapter covers the review of previous studies, the theoretical study, and the theoretical framework. Chapter III is the method of investigation. This chapter includes research design, research variable, settings of the study, subject of the study, instruments of the study, procedure of collecting data, and procedure of analyzing data. Chapter IV is data analysis. Meanwhile, Chapter V contains the conclusion and suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter covers the review of previous studies, theoretical studies, and theoretical framework.

#### 2.1 Review of Previous Studies

Developing the students' speaking skill is not a new topic in speaking as a final project. There are many ways to develop students' speaking skill. Here are some research results that had been carried out by the previous researcher. I use them as references in conducting this final project.

The previous research results that I used as references are:

- (1) Liao from School of Foreign Languages, Sichuan University of Science & Engineering (2009) wrote about "*Improvement of speaking ability through interrelated skill.*" This journal concerns about how to improve students' ability of speaking English. This paper discusses the possibility and necessity of improving students' ability by combining the four skills of speaking, listening, reading and writing.
- (2) Meng from College English Department, Xuchang University (2009) wrote about "*Encourage learners in a large class to speak English in a group work.*" This journal concerns about large-class English teaching is an inexorable trend in many Chinese universities and colleges, which leads to a strange and serious phenomenon that most students' English is ironically but vividly described as "the dumb English". This paper explores some useful speaking activities that can be adapted in group work in some way to suit

Chinese learners. It suggests that it is necessary to reform the current instruction model in College English classes, and the group work can help develop the students' competence of English speaking.

- (3) Laurdunatan from University Teknologi MARA Malaysia wrote about "*Developing speaking skill through interaction strategy training,*" This paper examines how interaction strategy training affects group interaction and task performance. For this purpose ten groups of students were introduced to and trained in the use of selected interaction strategies. The analysis indicated that training resulted in a significant use of interaction strategies, and in more effective interaction between group members.
- (4) Yuniarti (2009) who wrote about "*the use of information Gap in Developing the Students' speaking skill ( the Case of Grade VII students of SMP N 2 Tegowanu-Grobogan Academic Year of 2008/2009).*" The objectives of this study are to investigate whether using information gap effective to develop the speaking skill and to find out the advantages and disadvantages of using information gap in teaching speaking. The result of the students' progress during the teaching learning process by using information gap was good. It means that the use of information gap was the effective technique in teaching speaking.
- (5) Pishghadam from Ferdowsi University of Mashhad, Iran (2009) wrote about "*A quantitative analysis of the relationship between emotional intelligence and foreign language learning.*" The major aim of this study was to examine the role of emotional intelligence in second language learning. Results are

discussed in the context of the importance of emotional intelligence in second language learning.

- (6) Reinders from University of Hawaii USA (2008) wrote about “*Do advisory sessions encourage independent learning?*” This journal wants to show many self-access centres, writing centres and individual teachers around the world offer tertiary students help with their (academic) writing by offering feedback on essays. It was found that, in general, it appears that students take a rather instrumental view of the sessions, one that may not align with that of the advisors helping them.
- (7) Beitinger from University of Munich (1993) wrote about “*Suggestopedic Instruction An Empirical Study of its Cognitive, Motivational, Emotional and Social Implications.*” It is analyzed to what extent suggestopedic instruction avoids the deficits mentioned above and has positive cognitive, motivational, emotional, and social effects. The results showed that, with regard to cognitive effects, the capabilities for communication in situationally defined contexts and listening comprehension were especially fostered. In addition, the motivational variables "intrinsic motivation", “perceived competence”, and, to some extent, the "sense of control", which had already had very positive scores in the beginning, increased throughout the course. Furthermore, a learning climate was established that was free from anxiety and cooperation within the group was perceived as supportive.

Finding those results, I can conclude that for an excellent teaching process need a good strategy. It means that teacher should apply some alternative media and method so that students can easily enjoy the classroom activities.

## **2.2 Theoretical Study**

### **2.2.1 Speaking**

In this research, I will focus on speaking because speaking is a social skill. Communication becomes the goal of the second-language learning. Speaking is more than pronunciation and intonation. Here are some definitions about speaking itself:

According to Hornby, (2005:1467) “speaking is used to show that 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. Moreover speaking based on Harmer, (2001:269) is the ability that presupposes not only of language features, but also the ability to process information and language “on the spot”. From this definitions we know that speaking is processing an information into a language. At last, Speaking based on Bailey, (2005:2) is an interactive process of constructing meaning that involves producing and receiving and processing information. Here we know that speaking is composing meaning to be transferred into a language.

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, i.e.:

(1) imitative

Imitative is the ability to parrot back (imitate) a word or phrase or possibly a sentence.

(2) intensive

It is the production of short stretches of oral language designed to demonstrate competence in narrow bands of grammatical, phrasal, lexical, or phonological relationships.

(3) responsive

It is the interaction and the text comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and the like.

(4) interactive.

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

(5) extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling during which the opportunity for oral interaction from the 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.

### **2.2.2. Teaching Speaking**

Speaking is one of four basic skills which is important to master foreign language besides listening, reading, and writing. As one of the skills, speaking helps students to apply their English competence in their real communication. Speaking itself cannot be separated from pronunciation, intonation, stress, and intonation from the context of utterances. Either a word or a sentence should meet those criteria in order to be understandable in communication.

Communication for the students in this case mostly happens in the classroom. Teacher and students who build a real communication in their activities. Therefore an English teacher should provide the students some useful and effective activities in classroom so that students can apply their English and practice it well. In these activities, students need a classroom language in which communication is the center activity.

Based on the curriculum applied in Indonesia, teaching English especially speaking for SMA level is drilling students so that they can have a competence in understanding, composing, and creating a text. Besides that, students will be trained to master the language feature of a text so that they can easily master every text given and analyze it.

Harmer (2003:271) states that there are some activities that can be done in the speaking classroom, namely:

(1) Acting from a Script

In this activity, the students are asked to act out the dialogue, or script available in their course book or even from a film script so that they can practice their own English well.

(2) Communication Games

Games are designed to stimulate the communication between students frequently depends on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw picture, put things in the right order or similarities and differences between pictures.

(3) Discussion

Discussion is a form for students to give their opinions about a topic so that they can think and say their own arguments directly and confidently. This discussion may be formed in some groups so that they can share their ideas freely.

(4) Prepared Talks

A famous kind of activity is the prepared talk where a student makes a presentation on the topic of their own choice. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners.

(5) Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as resource, helping them in the design process, the results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

#### (6) Simulation and Role-Play

Many students derive great benefits from simulation and role-play. Students simulate a real life encounter as if they were doing so in the real world, either as themselves in that meeting or aeroplane. Simulation and role-play can be used to encourage students to improve their skills.

Based on that theories, actually in teaching speaking, there are lots of various activities that can be applied in classroom in order to each student can be an active participant and drills their competence in speaking. The next theory will be delivered is about teaching method. We will find some teaching methods in classroom.

### **2.2.3. Teaching Method**

Teaching method is a method used in teaching students and mastering the classroom condition so that teacher can transfer the material to the students. There are some teaching method developed by experts. And here some teaching method that mostly used in teaching speaking in classroom as cited from Freeman (2000):

#### (1) The Direct Method



The direct method just like stated by Diller (1978) has one basic rule. There is no translation allowed in classroom. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the demonstration and visual aids, with no recourse to the students' native language.

(2) The Audio-Lingual Method

The audio-lingual method has only oral based approach. Charles Fries (1945) explains the audio-lingual method as a method which drills students in the use of grammatical sentence patterns. By teaching using audio-lingual method, teacher helps students to respond correctly to stimuli through shaping and reinforcement. Students could overcome the habit of their native language and form the new habits required to be English speakers.

(3) The Communicative Language Teaching Method

Communicative language teaching method as stated by Widdowson (1978) trains students through communicative approach so that they can communicate required more than linguistic competence. It means that communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

(4) the Suggestopedia Teaching Method

Lozanov (1991) states that suggestopedia is a teaching method which sets up psychological barriers to learning. This method has developed to help students

eliminate the feeling that they cannot be successful or the negative association they have toward studying and, thus to help them overcome the barriers to learning. This teaching method is also called an affective-humanistic approach. The advantage of using this method in teaching speaking is students can feel enjoy with the transferring material by the teacher because teacher sets the classroom environment becomes cheerful and comfortable and there will be some lots of fun activity in practicing speaking without making students feel stressed by the treatment given by the teacher.

Among four teaching methods mentioned I will focus on the suggestopedia teachig method. Because this teaching method has a unique technique and sets up the psychological barrier to learning. Furthermore, we will know this suggestopedia teaching method deeper.

#### **2.2.4 Suggestopedia Teaching Method**

Freeman (2000:73) states that suggestopedia is a teaching method which has been developed by Georgi Lozanov (1970s) and usually called by affective-humanistic approach. This teaching method is the application of the study of suggestion to pedagogy, and helps students eliminate the feeling that they can not be successful or the negative assosiation they may have toward studying and, thus, to help them overcome the barriers to learning. The prime objective of Suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication.

According to Lozanov (1976) as cited in Freeman (2000:74) there are some major principles of desuggestopedia teaching method:

(1) Mental Reserve Capacities (MRC)

The central premise is that we all possess considerable mental reserves which we rarely if ever tap under normal circumstances. Among the examples of such capacities are the ability to learn rapidly and recall with ease large quantities of material, solve problems with great rapidity and spontaneous ease, respond to complex stimuli with facility and creativity. There is general agreement among researchers that the human being uses 5-10% of his/her brain capacity at the most. The primary objective is to tap into the MRC.

(2) Psychological “Set Up”

Our response to every stimuli is very complex, involving many unconscious processes which have become automatic responses. These are largely patterned responses - in many ways peculiar to us as individuals. The responses tend to be automatic and typical for them - the result of an inner, unconscious disposition or set-up, which is the product of automatized, conditioned responses. Our inner set-up operates when we encounter any situation - entering a school, being confronted with an opportunity - consulting a physician- as examples. Our inner, unconscious set-up is extremely basic and important to our behaviour and to our survival - and it can be extremely limiting, for it can imprison us in unconscious, consistently patterned responses which prevent us from experiencing and exploring other alternatives - which might be far more desirable and beneficial to us. Prevailing social norms, instilled in us by all our social institutions, including family and schools, are the main carriers and enforcers of the beliefs and

responses which contribute to the formation of our inner set-up. Genetic and other factors contribute as well. The power of the influence of our unconscious set-up is very great, and any significant lasting change or overcoming of previous limits will necessarily involve a change in our unconscious patterns of response. This is why logical argumentation at the conscious level is often so useless - even when there is conscious agreement. This is why so much of the classroom experience remains an intellectual exercise: words, rhetorical mastery, even brilliance are of little lasting effect if they only engage the conscious levels of the student's mind. Only when a teacher or a doctor is able to penetrate the set-up, engage it in a way which allows it to be accepting and open to extensions and transformation does the real potential of a student/patient begin to open up.

### (3) Suggestion

Suggestion is the key which Lozanov found to penetrate through the "set-up" and stimulate the mental reserve capacities. Even more, through suggestion we can facilitate the creation of new, richer patterns of conscious/unconscious responses or new (set-ups): "Suggestion is the direct road to the set-up. It creates and utilises such types of set-ups which would free and activate the reserve capacities of the human being."

From those principles we can see that desuggestopedia teaching method stress the teaching process using comfortable environment. It means that in learning process teacher should build up the confidence of the students to master

the material so that students will set free their mind in doing the activity in classroom. And here are some techniques used in this teaching method.

As stated by Larsen, there are some techniques and the classroom set-up when this method is applied in classroom:

(1) Classroom set-up

The challenge for the teacher is to create a classroom environment which is bright and cheerful. If this conditions are not always possible, teachers should try to provide grammatical information that is appropriate to what the students are studying.

(2) Peripheral learning

This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. 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. 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.

1. 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. Teacher can do this through direct and indirect ways.

2. A new identity

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.

### 3. 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.

### 4. First concert (active 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 students' attention to some particular grammatical points that arise in it.

### 5. Second concert (passive concert)

In the second phase, students are asked to put their script aside. They simply listen as the teacher reads the dialogue at a normal rate of speed. The teacher is seated and reads with musical accompaniment.

### 6. Primary activation

This technique and the one that follows are components of the active phase of the lesson. Students playfully reread the target language dialogue out loud, as individuals or in groups.

### 7. Creative adaptation

Students engage in various activities designed to help them learn new material and use it spontaneously. Activities recommended for this phase include singing, dancing, dramatizations, and games.

Based on those principles and techniques, this teaching method is very unique and has a fun activity. Because of the use of musics and some properties in teaching so students can enjoy the class and they can confidently practice the language in classroom. Beside that there is a psychological suggestion used in his teaching method so that teacher can build up the students' confidence. Moreover in learning speaking, students can easily practice their speaking in comfortable environment without any feeling worry about making mistakes in classroom.

### **2.3. Theoretical Framework**

There are many researchers conducted a research in speaking field, with some new method and media, but suggestopedia method is a unique method which require a comfortable condition in classroom with musics, pictures, games, and some dramatization. And after knowing that speaking is used to show that what you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something (Hornby, 2005:1467). Then I conduct this research in speaking field with applying suggestopedia method so that I can find out the effectiveness of this method.

In this research, I used some activities suggested by Harmer (2003:271) such as acting from a script, communication games and discussion to measure the effectiveness of suggestopedia method. As an action research, this research was conducted into two cycles. And after doing those treatment, I got the improvement and the result of the effectiveness of suggestopedia teaching method. In collecting data I used the rating scale conducted by Brown 2001 as the scoring technique. After that I analyzed the improvement from pre-test, first cycle

test, and post test. From those results will measure the effectiveness of using suggestopedia teaching method to improve students' speaking skill.

First grade students of SMA Negeri 1 Kayen in second semester are the proportional sample of this research because they should master the speaking competence at least since they passed the junior high level. Therefore the grade X of senior high school have sufficient competence to be measured with this method.



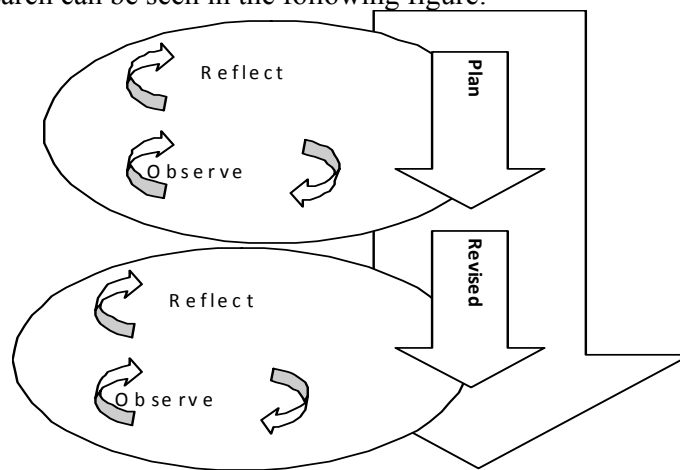
## CHAPTER III

### METHODS OF INVESTIGATION

There are seven subchapters on this chapter: (1) Research design, (2) Setting of the study, (3) Subject of the study, (4) Procedure of collecting data, (5) Instrument of the study, (6) Scoring technique, (7) Procedure of analyzing data.

#### 3.1. Research Design

The research design of this final project is action research. Moreover action research itself based on Ebbutt (1985:156) cited from Cohen (1994:297) defines as a systematic study that combines action and reflection with the intention of improving practice. I use this type because by action research I can know the improvement of the treatment or action in form of suggestopedia teaching method in classroom. In this action research there are four phases in one cycle for doing classroom, there are planning, acting, observing, and reflecting Hopkin (1985:50). Research design which will be done in this study uses two cycles. Each cycle consists of two meetings. Then, each cycle consists of four activities; planning, acting, observing, and reflecting. It means that if the target was not achieved yet in cycle 1, the next cycle must be conducted after revising plan. The process of the action research can be seen in the following figure:



*Figure 3.1 The model of action research by Hopkin (1985:50)*

(1) Planning

In this step, I will focus on the what, when, where, why and how this action research will be done. It means that I will conduct an observation to find out those aspects. After that, I will prepare the research's instruments used in this cycle. These instruments will be applied in research in every cycle and revised based on the improvement of the students.

(2) Acting

In this step, the planning prepared in the previous step will be done in the classroom. This step is the implementation of the planning step. In doing this step I must not deviate from the planning step and use the instruments prepared before.

(3) Observing

Observing is the execution of acting step which is done. It means that I will observe the acting step and take a note what has happened in acting step which is done.

(4) Reflection

In this step, I have to reflect the action which has been done. If the result of the first cycle is not good enough, the observer should do the second cycle.

In this process, there will be some instruments used to support this research. The form of instruments are pretest, posttest, and questionnaire related to the material given in classroom.

### **3.2 Research Variable**

As an action research, this final project serves two variables which are related each other. As stated by Brown (1988:7) variable is something that may vary or differ. The two variables which will differ from each other prove the effectiveness

of suggestopedia method in improving students' speaking skill. The two variables are:

(1) Dependent variable

Tuckman (1978) states that dependent variable is a response variable or output. The dependent variable is a factor which is observed and measured to determine the effect of independent variable. This variable appears, disappears, or varies as researcher introduces, removes, or varies the independent variable. In this case the dependent variable is the students' speaking mastery.

(2) Independent variable

The independent variable as stated by Tuckman is a stimulus variable or input, operates either within a person or within his or her environment to affect the behaviour. It is a factor which is measured, manipulated, or selected by researcher to determine its relationship to an observed phenomenon. Based on that understanding, the independent variable of this research is the suggestopedia teaching method, which will be used in teaching speaking for first grader of SMA Negeri 1 Kayen Pati.

### **3.3 Subject of the Study**

This action research was held at grade tenth students of SMA Negeri 1 Kayen. The writer only used one class as the subjects of study. They were class X-1 students of SMA Negeri 1 Kayen, consisting 42 students. In this research, I used X-1 class as the subject of the study because they are more prominent compared to other class in the same grade. This was based on the observation that I did.

### **3.4 Instruments of the Study**

The definition of instrument itself based on Calderon (2008) is a tool for gathering data in research process. And Harris (1969:71) states, “there are two basic kinds of test instrument used to measure the four language skill of the students, i.e. the objectives test and essay test.” From that definitions, I use some pictures, classical musics as the media in this method and there are some instruments needed in this action research. They are test, questionnaire, and observation checklist.

#### **3.4.1 Tests**

The tests will be formed into pre-test and post-test. They will measure the effect of giving treatment in classroom so that I can find the effectiveness of using this suggestopedia teaching method.

This test will also be delivered in every cycle. In first cycle, students are given pretest to measure their basic understanding about the material. Then I will give the treatment of suggestopedia to teach the descriptive text in speaking. After that students given post-test to finish the first cycle. In the second cycle after reflecting the previous one I give a form of pretest for a same material. And then students are treated by the revised treatment reflected from the first treatment. Closing this action research, there will be a post-test in the end of the second cycle. All of the test in these cycles are in form of spoken test so that I can measure their speaking skill in this research.

#### **3.4.2 Questionnaire**

According to Brown and Dowling (1998:66-69) questionnaires hold a number of attractions for the researcher who wishes to collect information from a large

number of people but has limited time and resources. Meanwhile, Arikunto (2002;128) states that a questionnaire is a number of written questions which are used to gain information from respondents about themselves or their knowledge, belief, etc.

From the statements above, it can be said that the use of questionnaire is to collect information from a large number of students about the teaching method that was applied in their classroom.

The result of the questionnaire of data analysis of each issue can be classified into a range of mean, as followed bellow:

***Table 3.1 Classification of Questionnaire***

Range of Mean	Student's interest	The advantage	Student's achievement	The relevancy	Sustainability
0.00-1.00	Low	Do not help the student	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help the students	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very relevant	Very necessary

### **3.4.3 Field Notes (Observation Sheet)**

In this study, I made field notes in order to get information about the situation of the classroom activities. The field notes contain observation result about students' participation, behavior, interest, improvement and difficulties. I continuously took notes during classroom activities about students' participation, interests, or difficulties. These field notes were taken from pre-test, first cycle, second cycle and post-test then would be used to provide qualitative information.

### **3.5 Procedure of Collecting Data**

This classroom action research is conducted in two cycles and four phases; there are planning, acting, observing, and reflecting in each cycle. But, before making a plan of the action, the researcher must compose a syllabus which consists of learning material, learning activity, indicators, etc. Based on standard of competence and basic competence of the Junior High School curriculum.

Then, the researcher can do the activities which are done during the research such as follows:

#### **3.5.1 Pre-Test**

This pre-test which will be held before the treatment is given to the students for each class. The aim of pre-test is to measure the students' speaking mastery for the material that will be given in the teaching process. This test will be a warming up session for this experimental research before the students getting different treatment for each class.

For first cycle, the students are asked to create a short paragraph consists of 10 sentences. This paragraph is in a form of descriptive text and after that students are asked to read that paragraph in front of the class so that I can take a score for each students as the pretest score.

#### **3.5.2 First cycle**

##### **a. Planning**

In order to get optimal result, it is necessary to have a well plan. It is as follows:

- (1) Providing classical music to accompany the learning process.

- (2) Providing a lesson plan and a descriptive text to be observed with the students.
- (3) Planning the dramatization of the text to make students understand about the text clearly.

b. Acting

The teaching steps of the action are:

- (1) The teacher greets the students and check their attendance list
- (2) The teacher plays the classical musics and brush up the students' understanding about the text
- (3) Students are asked to imagine a picture given as a new identity of each students.
- (4) The students are asked to listen the teachers telling about a text
- (5) The students are asked to listen and repeat the text after the teacher
- (6) One of students is pointed to dramatize the text given with the teacher
- (7) Without reading the text, the students are asked to answer the questions related to the text
- (8) The students are practiced to understand and repeat pronouncing the difficult word
- (9) The students are asked to make a short text related to some pictures given spontaneously
- (10) The teacher sums up the material given to the students

c. Observation

I observe students' participation in learning process and to know the result of ongoing action as the primary data from cycle one.

d. Reflection

In this step, I analyze the result of the cycle one test and evaluate the application suggestopedia teaching method in teaching speaking for cycle one.

### 3.5.3 Second cycle

a. Planning

Second cycle is similar to the first cycle. Actually, the second cycle aims to overcome the weaknesses in cycle 1, give more opportunities for students to understand the turn taking and when response give when they do transactional and interpersonal conversations.

In order to get a better result, it is necessary to have a better more complete plan. It is as follows:

- (1) Providing classical music to accompany the learning process.
- (2) Providing a lesson plan and a descriptive text to be observed with the students.

Planning the dramatization of the text to make students understand about the text clearly.

b. Acting

- (1) The teacher greets the students and check their condition.
- (2) The teacher plays the music and brush up the previous meeting.
- (3) The teacher previewed the model of previous text.
- (4) The teacher introduce a new identity of each students and ask them to imagine that identity.



- (5) The students are asked to listen and repeat reading the text after the teacher.
- (6) The students are asked to dramatize th text together with students.
- (7) The teacher checks the students understanding about the text.
- (8) The teacher drills the students pronunciation with the sentence available on the text.
- (9) The students are asked to make a short text of their description and prepare to read aloud in front of the classroom.

c. Observation

I analyze the improvement of students' participation compared with the previous cycle. In the end of this session I will ask the students to fill the questionnaire. This questionnaire will help me to observe students motivation in attending this learning process.

d. Reflecting

Here is the last steps for me to analyze the score of the result of the last test. in this step, the whole result will be analyzed to measure the effectiveness of using suggestopedia method to improve students' speaking skill.

#### **3.5.4 Post-test**

In this activity, the students are evaluated by giving a post-test. The post-test aims to check the effectiveness of using suggestopedia teaching method to improve students speaking skill. In this test, students are asked to describe themselves with their partner pretending as a jobseeker in front of the manager orally. This test will be the end session of the research in this classroom.

### 3.6 Procedure of Analyzing Data

In this research, I used the direct test that is measured by six oral proficiency; they are grammar, vocabulary, comprehension, fluency, pronunciation, tasks. In giving scores, the writer referred to the rating scale of oral proficiency modeled by Brown 2001, as followed:

*Table 3.2 Rating Scale for Speaking*

Grammar	1	Errors in grammar are frequent, but the speaker can be understood
	2	elementary constructions quite accurately but doesn't have confident control of the grammar
	3	control of grammar is good
	4	errors in grammar are quite rare
	5	equivalent to that of an educated native speaker
Vocabulary	1	Speaking vocabulary inadequate. but the most elementary needs
	2	Speaking vocabulary sufficient to express himself simply
	3	Vocabulary is broad enough that he rarely has to grope for a word
	4	High degree of precision of vocabulary
	5	Speech on all levels is fully accepted by educated native speaker
Comprehension	1	can understand simple questions and statements if delivered with slowed speech
	2	Can get the gist of most conversations of non technical subjects
	3	Comprehension is quite complete at a normal rate of speech
	4	Can understand any conversation within the range of his experience

	5	Equivalent to that of an educated native speaker
Fluency	1	No specific fluency description
	2	Can handle with confidence but not with facility most social situations
	4	Can discuss particular interests of competence with reasonable ease
	5	Can participate in any conversation within the range of this experience with a high degree of fluency Has complete fluency in speech
Pronunciation	1	Errors in pronunciation are frequent but can be understood
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding
	4	Errors in pronunciation are quite rare
	5	Fully accepted by educated native speaker
Task	1	Can ask and answer question topic very familiar to him
	2	Able to satisfy routine social demands and work requirements
	3	Can participate effectively in most formal and informal conversations
	4	Can handle informal interpreting from and into language
	5	Speaking proficiency equivalent to that of educated native speaker

Then, the results from the calculation were categorized based on Tinambunan's classification as quoted by Mulyaningsih (2002: 39), that classified the level of achievement. These are the classifications:

Outstanding = 91% - 100%

Very good = 85% - 90%

Satisfactory = 75% - 84%

Weak = 61% - 74 %

Very Weak = below 60%

After gathering data, the step that has to be done is analyzing data. There were two data which have to be analyzed; achievement test and questionnaire. The achievement test was analyzed by comparing the result of the pre-test and post-test through comparing the mean of them. the formula is as followed:

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$  = the total scores

N = number of students

then, M1 : M2

M1 = mean of pre-test

M2 = mean of post-test

Then, the questionnaire was analyzed by the following steps:

- (1) grading the item of the questionnaire
- (2) tabulating the data of questionnaire
- (3) finding the mean by using formula

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$  = the total scores

N = number of students

- (4) determining the graded score
- (5) matching the mean to a criterion
- (6) concluding the questionnaire result.

## CHAPTER IV

### DATA ANALYSIS

In this chapter, the analysis of each activity started from pre-test up to post-test. the analysis of the questionnaire was also discussed. Here is the analysis of each activity.

#### **4.1. Analysis of the Activities**

##### **4.1.1 Analysis of Pre-test**

In this pre-test was conducted on February 4<sup>th</sup> 2011 as the beginning session of the research. The aim of giving this pre-test is to measure the basic competence of the students especially in speaking. This pre-test was attended by 42 students on that class without any absent ones.

As mentioned in the previous chapter, this test was conducted by asking each students to choose one of given picture and describe it orally and spontaneously in front of the classroom. The result of the pre-test can be seen in Appendix 6. Here is the result of the pre-test based on the speaking aspects measured :

*Table 4.1 Result of Pre-test*

SPEAKING ASPECT	Score
Grammar	2.14
Vocabulary	2.04
Comprehension	1.97
Fluency	1.85
Pronunciation	1.73
Task	1.90
Means	1.93

Moreover, here is the average of the students' result.

$$\begin{aligned}
 \text{The average of the students' results} &= \frac{\text{The total of percentage}}{\text{The number of the students}} \\
 &= \frac{1631.6}{42} \\
 &= 38.84 \%
 \end{aligned}$$

The average of the students, pre-test result was 38,4 % compared to KKM of SMA Negeri 1 Kayen which is 70.00, it was very low. From this pre-test I concluded that students couldn't describe the object in a good sentence and in correct spelling. So this treatment given was important to improve students' result.

#### **4.1.2 Analysis of the Second Activity (First Cycle)**

This activity is given in the form of treatment or teaching and learning process. This activity was held twice on February 7<sup>th</sup> 2011. In this activity, all of 42 students joined the teaching learning process. In this meeting, I applied the suggestopedia teaching method with some pictures and classic musics accompanying learning process. It started with playing music and asking the students to imagine that in front of them there are several famous artists. After that, the students are asked to describe them directly in a very simple sentence. This treatments given continuously and created harder to improve the students fluency in speaking.

#### **4.1.3 Analysis of the Third Activity (First Cycle)**

It was held on February 11<sup>st</sup> 2011. In this meeting, I showed a picture of Prambanan to the students and asked them to imagine that they were in Prambanan temple. After that by feeling relax and listening soft music, students

are asked to mention the things may exist over that place so that they can describe that place indirectly by mention the things related to the object.

Next, I read a descriptive text and asked the students to listen carefully while imagining the situation listened from the text. And then I dramatized the text and students are asked to imitate what I did so they can feel more relax and fun in attending the teaching learning process. in the last meeting, students are asked about the experience of going to Prambanan with their own language.

#### **4.1.4 Analysis of First Cycle Test**

This test was conducted in February 14<sup>th</sup> 2011, and 42 students were joined it on that day. The aim of this test is to measure the ability of students in speaking especially in describing something. In this test, students are asked to describe their own home about one minute. The students were only given five minutes to prepare the description orally. This test will show the improvement of students' mastery in speaking included the whole aspect of speaking mentioned before. Here is the table showing the result of the test.

***Table 4.2 Result of the First Cycle test***

SPEAKING ASPECT	Score
Grammar	2.73
Vocabulary	3.23
Comprehension	3.38
Fluency	2.73
Pronunciation	2.35
Task	3.47
Means	2.98

$$\begin{aligned}
 \text{The average of the students' results} &= \frac{\text{The total of percentage}}{\text{The number of the students}} \\
 &= \frac{2508.7}{42} \\
 &= 59.73 \%
 \end{aligned}$$

For a complete result can be seen in Appendix 7. Based on the result above, there is some improvement showed from the whole aspects of speaking available. But the result of the means score is still below the KKM of SMA Negeri 1 Kayen, 70.00.

#### **4.1.5 Analysis of Fifth Activity (Second Cycle)**

This is the beginning of the second cycle meetings. It was conducted on February 18<sup>th</sup> 2011 and joined by 42 students in classroom. In this meeting, classic music was played and some pictures were showed in the classroom and students were asked to describe together the things available on the classroom. In this meeting, some students were also pointed to be the object of description and the other described them orally. In this meeting, students started to minimize the mistakes in speaking because they had more practicing to describe and listening the example given.

#### **4.1.6 Analysis of Sixth Activity (Second Cycle)**

In this activity, I summarized the material given in the previous meeting while retelling the descriptive text in spoken form. This meeting was held on February 21<sup>nd</sup> 2011 with 42 students were present in classroom. In this meetings, students are asked to practice speaking in describing things in the classroom orally. As a result, students could speak in English fluently more than in the previous meeting.



#### 4.1.7 Analysis of Post Test

This test was held on February 25<sup>th</sup> 2011. There were 42 students in classroom. Students were asked to create a dialogue containing description of something or someone. Students were allowed to use dictionary and other resource to make their own dialogue. In this task, students worked with their own partner so they could share their ideas. After that, students tried to practice their dialogue in front of the class. Here is the table shows the result of the test.

*Table 4.3 Result of Post-test*

SPEAKING ASPECT	Score
Grammar	3.47
Vocabulary	3.69
Comprehension	3.59
Fluency	3.66
Pronunciation	3.14
Task	4.28
Means	3.63

$$\begin{aligned}
 \text{The average of the students' results} &= \frac{\text{The total of percentage}}{\text{The number of the students}} \\
 &= \frac{3108.4}{42} \\
 &= 74.00 \%
 \end{aligned}$$

For the complete result can be seen in appendix 8. By the result given from the post test, the treatments was given to the students by fun atmosphere and fun condition from suggestopedia teaching method. As a result, students could master the descriptive text well and get higher score than 70.00 as the KKM of SMA Negeri 1 Kayen.

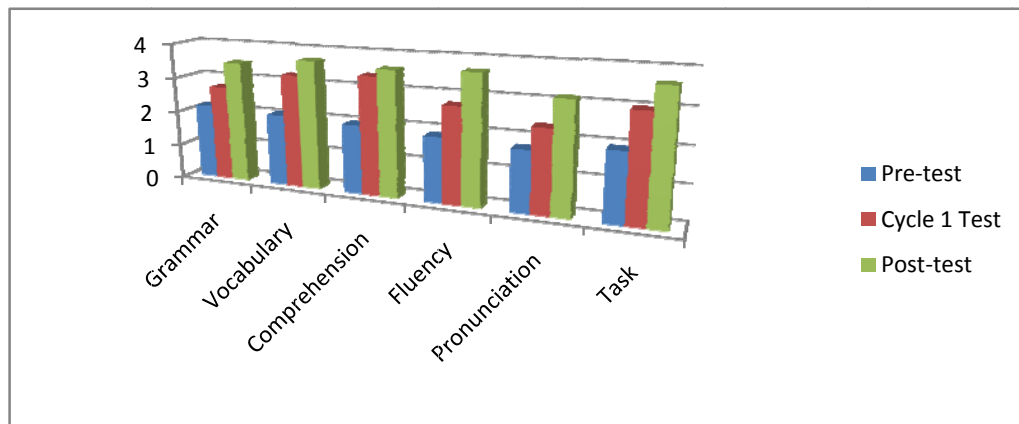
## 4.2 Analysis of the Result

Analysis of the result deal with the students' assesment and the total score of the students before and after using suggestopedia teaching method to improve students' speaking skill. The criterrion used was the criterion assesment by Brown 2001 included grammar, vocabulary, comprehension, fluency, pronunciation and task. The result can be seen in the table below.

**Table 4.4 The Final Result of the Tests**

Speaking Aspect	Score			Improvement (Pre-test – Post test)
	Pre-test	1 <sup>st</sup> cycle test	Post-test	
Grammar	2.14	2.73	3.47	1.33
Vocabulary	2.04	3.23	3.69	1.65
Comprehension	1.97	3.38	3.59	1.62
Fluency	1.85	2.73	3.66	1.81
Pronunciation	1.73	2.35	3.14	1.41
Task	1.90	3.47	4.28	2.38
Mean	1.93	2.98	3.63	1.70

**Figure 4.1 The Final Result of the Tests**



### 4.3 Analysis of Questionnaire

#### (1) Grading the Items of the Questionnaire

The questionnaire consisted of 15 questions. Each of which had three options namely A, B, and C. Each option is given a score that shows the quality of each indicator. The score ranges from 1 to 3 as shown in the table below:

**Table 4.5 Point Range**

OPTIONS	POINT
A	3
B	2
C	1

The score that range from 1 to 3 is explained below:

1. If the students choose A, the score is 3.
2. If the students choose B, the score is 2.
3. If the students choose C, the score is 1.

## (2) Tabulating the Data of Questionnaire

I tabulated the questionnaire data to make the result of grading clearly readable. The table consists of these columns; name, scores per items, total scores, and the mean of each item.

## (3) Finding the Mean

The formula used for computing the mean is as follows:

$$m = \frac{\sum x}{N}$$

Where,

m : mean  
 $\sum x$  : the sum of item scores, and  
 N : the number of the students

## (4) Determining the Grade Scores

Providing value of graded scores is very important, since the result of the mean was not in round figure, but decimal. The result of the questionnaire of the questionnaire data analysis of each issue can be classified into a range of mean bellow:

***Table 4.6 Classification of Grade Scores***

<b>Range of Mean</b>	<b>Students' Interest</b>	<b>The Advantage</b>	<b>Students' Achievement</b>	<b>The Relevancy</b>	<b>Sustain Ability</b>
0.00 –1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01 – 2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01 – 3.00	High	Very helpful	High	Very Relevant	Very necessary

## (5) Matching the mean to A Criterion

To get the additional information about the students' response in having the action research program, the mean of issues was then watched to a criterion. Based on the range of mean above, the result of the data of the questionnaire can be seen in appendix 11 and be analyzed by referring it to the criterion below:

**Table 4.7 Result of Grade Scores**

Issue	Mean	Category
Students' Interest	2,24	High
The advantage	2.42	Very helpful
Students' Achievement	2.31	High
The Relevancy	2.10	Very Relevant
Sustainability	2.06	Very necessary

## (6) Concluding the Questionnaire Result

Based on the result of matching the mean to the above criterion, it could be concluded that:

1. The students' interest in attending a classroom applying suggestopedia teaching method is high.
2. The suggestopedia teaching method can help students in practicing speaking especially in describing something or someone.
3. The students' motivation in learning English as a foreign language is higher after they taught by using suggestopedia teaching method.
4. The relevancy between the suggestopedia teaching method applied in class and the speaking skill especially in describing something or someone orally is very relevant.
5. The activities given to the students is very necessary.

#### **4.4 Interpretation**

The use of suggestopedia actually is effective in teaching speaking. Because this method is a fun method and has lots of variation of activities which can be applied in teaching. The students were asked to feel relax to attend the teaching learning process while accompanying with classic music. As a result, they can easily practice speaking in describing somethings or someone orally and directly.

Based on the observation, related to the basic types of speaking stated by Brown (2004:141), at first students started to imitate how to describe something from the teacher. It was showed when the students started to imitate pronouncing the given adjectives. Then intensively they can produce their own description based on the given example description of the teacher. It was showed when the students started to mention the characters of given artists photoes from the second meeting. After that, the students started to easily respond the given instruction in describing something orally without feeling worry making mistakes. It was proved by the response of the students when they fluently were asked to mention their own favourite figure and describe them orally. The next is interactive. Interactive is the differences between responsive and interactive speaking is the lenght and the complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. It was proved by the intreaction happened in composing the dialogue containing the descriptive statements. They started to perform their better speaking in front of the class. In teaching process using suggestopedia method, the students were easily stimulated to be interactive by simple questions given by the teacher. At last, the students were trained to

produce their own speech as the presence of extensive steps stated by Brown. It meant that students were asked to create a short description about something or someone directly and orally in a good performance. In short, by this method, students were stimulated to be active in classroom joining the interaction created by the teacher so that they can easily practice their speaking directly.

In conducting this teaching learning process as an action research, students were trained to be active in classroom by lots of media and activities. There were some picture, classic music, even some song given to create a comfortable environment in classroom. Beside that, there were some activities applied in classroom as stated by Harmer (2003:271) such as acting from a script, discussion, prepared talk, simulation or role-play, and games. Those activities were success in stimulating students participant in teaching speaking.

Based on the research's result in a form of the test, firstly students were hard to create their speech in describing something even to introduce themselves because they usually became a good listener in classroom. But, after giving stimulations and treatment to be active, they must create their own speech orally. Although they had lots of mistakes, students must produce their own description while given some correction indirectly.

After that, the students were given some example of descriptions orally with some easy vocabulary so that they can understand the contain of those descriptions. By some dramatization and a good performance, students easily caught the ways or steps in describing something. Moreover, the students were asked to practice in describing by mentioning the adjectives of the objects until

they can fluently mention them orally. Then they were trained how to describe something or someone orally in complete sentences and conjunctions to complete their description. In this process the students were still made some mistakes. But after were training for some meeting finally they could produce good speech correctly and fluently.

Moreover, the result of the test itself was improved from the pre-test, cycle one test and post-test. The scoring technique were given based on the grammar, vocabulary, comprehension, pronunciation, fluency, and task aspects. According to those aspects, the mean pre-test result of the students was 1.93, and the cycle one test was 2.98, while the post-test was 3.63. therefore, the improvement of the students' competence based on those aspects was 1.70.

The last result was based on the questionnaire result. The students were given several questions to find out some information needed for this research feedback. After calculating the result, it was showed that students were interested in this teaching process used suggestopedia. And this method can help students to practice their english orally and directly. Besides, students had some improvement after attending the suggestopedia class. Furthermore, the suggestopedia is relevant in teaching speaking especially in describing something or someone. So, this suggestopedia is very necessary for students in grade X.

As a result of this research, by applying suggestopedia teaching method with its properties and activities, the students were enjoy the teaching learning process and they could reach the goal of the learning material given in classroom. Therefore, I can conclude that the use of this suggestopedia teaching method is



effective in teaching speaking for first graders as the object of this research. Because this method stimulate students to be active and enjoy the material given with a comfortable atmosphere of the classroom.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTIONS**

#### **5.1 Conclusion**

Based on the results of the analyses in the previous chapter, I can conclude that suggestopedia is effective to be applied as an alternative teaching method for first grader of SMA Negeri 1 Kayen. It was proved by the difference of the pre-test means and post-test means. The pre-test score is 1.93 while the post-test score is 3,63. So the improvement of means is 1.7. Suggestopedia method also helps students to enjoy and excite the teaching learning process because of the use of musics, dramatization, and pictures. As a result, students can absorb every material given and practice English well without fear making mistakes. This teaching method also give a positive suggestion and motivation to the students so they can be motivated to learn English enthusiastically. Suggestopedia teaching method is applicable to teach speaking because in this method students are stimulated to argue about something indirectly in the teaching learning process. Furthermore, the students can practice to speak English well with practicing continuously.

#### **5.2 Suggestions**

Based on the conclusions above, there are some suggestions that can be offered:

1. To the teacher
  - a. The teacher should combine the teaching method used in teaching speaking with various teaching methods, especially uses suggestopedia teaching

method. Because in this method, students are motivated to learn more and can practice in speaking English well in comfortable environment.

- b. When teacher decides to apply suggestopedia teaching method, he or she should concern on the musics, pictures, and creating comfortable classroom and condition so that students can enjoy the teaching learning process.

2. To the other researchers

After conducting this research, I suggest to the other researcher that they should explore this teaching method deeper and try to apply this method in the other skill beside speaking skill.

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### LIST OF THE STUDENTS

No	Nama siswa	Kode siswa
1	Ahmad Wahyu U.	A1
2	Andri Setya Pranata	A2
3	Anis Yuliana	A3
4	Anwar Ibrahim	A4
5	Choirul Ulfa	A5
6	Deni Arif Setiawan	A6
7	Dika Kurnia A.	A7
8	Galih Bayu Widarto	A8
9	Giwat Pranata H.P.	A9
10	Hartiah Lestanty	A10
11	Ida Royani	A11
12	Ida Bagus Fefriana	A12
13	Iftitah Hayati Tri R.N.	A13
14	Imam Kurniawan	A14
15	Imro'atus Sholehah	A15
16	Iwan Nugroho	A16
17	Komsiyah Afriyani	A17
18	Kurnia Devi P.S.	A18
19	Lailatul Munawaroh	A19
20	Linda Murdianingsih	A20
21	Maghfirotul Laily	A21
22	Mohammad Irfan R.	A22
23	Mohammad K. U.	A23
24	Muhammad Ali S.	A24
25	Nilna Khoirin Nida	A25
26	Nur Cahyaningtyas	A26
27	Octavia Tri P.L	A27
28	Rizka Ramadani	A28
29	Rumiati	A29
30	Sarozi	A30
31	Sigit Widarso	A31
32	Silvitya Puji Astuti	A32
33	Siti Rofiqoh	A33
34	Sri Murtiningsih	A34
35	Tanto	A35
36	Tia Setiani	A36
37	Umi Salamah	A37
38	Upik Dwi Anjani	A38
39	Wahyudi Alfianto	A39
40	Wiji Lestari	A41
41	Yuni Lestari	A41
42	Zakaria Hendra C.	A42

## SYLLABI OF ENGLISH LANGUAGE

School Name : SMA N I KAYEN

Class/ Semester: X/2

Standard of Competence	Basic Competence	Indicator	Material	Learning Activity	Evaluation	Time Allocation	Source/Material Teaching Aid
<b>SIKLUS LISAN (SPOKEN CYCLE)</b>  <b>1.LISTENING</b> Understanding transactional and interpersonal communication in the context of daily life	1.1 Responding transactional and interpersonal communication both formally and informally using simple ,accurate ,fluent,and acceptable oral language in the context of daily live and i volving the function of : thanking, compliment, and congratulation.	1. To identify the meaning of function of thanking  2 .To respond the function of thanking  3. To identify the meaning of the function of compliment  4 .To respond the meaning of the function of compliment  5 .To identify the meaning of the function congratulation  6. To respond the function of congratulation.	<b>A. Thanking</b> Example: A: <i>Thank you very much</i> B: <i>Don't mention it.</i>  <b>B .Compliment</b> Example: A: You look slimmer B: You are kidding me  <b>C. Congratulation</b> Example: A: Congratulation. You did it again B: Thank you. I don't know what to do without you.	<b>TM:</b>  1. Classical listening to interpersonal and transactional communication.  2. Discussing various kinds of function that can be used in pairs.  <b>PT:</b> 1.Disscussing the respond given to functions listened to by gruops.  2.Discussing vocabulary and gramatical form used in the interpersonal and transactional communication.	Quiz  Written test ( Multiple Choice sand Structured Essay Questions)  Assignment.	5 X 45	<i>Look Ahead X</i>  Tape Script <i>Look Ahead X</i>  Dictionary  Students work sheet  Cassettes  BSE : Interlanguage
	1.2. To respond transactional and interpersonal	1 .To identifies the meaning of function of	<b>A. To express surprise</b>	1. Individually listening interpersonal and transactional conversation	Quiz  Written test ( Multiple	5 X 45	<i>Look Ahead X</i>  Tape Script <i>Look Ahead</i>

	communication both formally and informally using simple ,accurate ,fluent,and acceptable oral language in the context of daily live and involving the function of expressing surprise, unbelieving, and accepting an invitation, and offering to do something.	expressing surprise. 2. To respond the meaning of the function of surprise 3 .To identify the meaning of function of showing unbelieving 4 .To respond the meaning of the function of unbelieving 5. To identify the function of accepting invitation and offering to do something. 6 .To respond the meaning of the function of accepting invitation and offering to do something.	Example: A: How can you say that? B. Well, that's the fact  <b>B.</b> To show unbelieving <i>Example:</i> <i>A: I can't believe it</i> <i>B: That's true</i>  <b>C.</b> To show accepting invitation and offering to do something <i>Example:</i> <i>A: Thank for the invitation</i> <i>B: I look forward to seeing you.</i>	by using tape recorder. <b>PT:</b> 2. In pairs , discussing the function used in the conversation .  3. Discussing the respond given to the function.	Choice sand Structured Essay Questions) Assignment.  Assignment		X  Dictionary  Students work sheet  Cassettes  BSE : Interlanguage
<b>2. LISTENING</b> .To understand simple, short, functional texts and simple monologue texts in the genres of <i>narrative, and descriptive, and news item in the context of daily life.</i>	2.1. To respond simple, short, functional texts accurately, fluently,and acceptably ( <i>e.g. announcement, advertisement, invitation.</i> ) in the context of daily life.	1. To identify the topic of an announcement orally. 2. To identify certain information of an announcement. 3.To identify	<b>A.</b> Oral announcement.  <b>B.</b> Vocabularies related to announcements.	<b>TM:</b> 1.Classical listening to an announcement  <b>PT:</b> 2. In groups, discussing the content and the language style used.  <b>KMTT:</b> 3. Identifying some oral	Quiz  Written test ( Multiple Choice sand Structured Essay Questions)  Home work	5 X 45	<i>Look Ahead X</i>  Tape Script <i>Look Ahead X</i>  Dictionary  Students work sheet  Cassettes



<p><b>3.Speaking</b> .Expressing. transactional and interpersonal communication in the context of daily live</p>	<p>2.2. To respond simple texts accurately, fluently, and acceptably in the genres of <i>narrative, descriptivet, and news item.</i></p> <p>3.1 Expressing meaning in formal and informal transactional and interpersonal communication both formally and informally using simple ,accurate ,fluent,and acceptable oral language in the context of daily live and i volving the function of : Thanking, compliment, and congratulation.</p> <p>3.2 To respond transactional and</p>	<p>the purpose an announcement</p> <p>1. To identify the main idea. 2. To identify the character of the story. 3. To identify the happening. 4. To identify the characteristic of people or things 5. To identify the main news. 6. To identify the source of the news</p> <p>1. To use the function of thanking 2. To do interpersonal conversation. 3. To use the function compliment 4. To use the function compliment 5. To use the function of congratulation 6. To use the function congratulation</p> <p>1. To use the function of</p>	<p>\</p> <p><b>A.</b> Oral text of narrative. <b>B.</b> Oral text of descriptive <b>C.</b> Oral text of news item</p> <p>Thanking <i>Example:</i> <i>A: Thank you very much</i> <i>B: Don't mention it.</i></p> <p><b>B</b> .Compliment Example: A: You look slimmer B: You are kidding me</p> <p><b>C.</b> Congratulation Example: A: Congratulation. You did it again B: Thank you. I don't know what to do without you.</p> <p><b>A.</b> To express surprise</p>	<p>announcements in the public places in groups</p> <p><b>TM:</b> 1. Individually listening to a/an narration /description and news to find various information. <b>PT:</b> 2. In group, discussing the difference between oral language and written language. <b>KMTT:</b> 3. Individually make up a story and present it</p> <p><b>TM:</b></p> <ul style="list-style-type: none"> <li>▪ Roll playing in pairs.</li> <li>▪ In pairs using the function and respond it.</li> <li>▪ Roll playing in groups..</li> </ul> <p><b>TM:</b></p> <ul style="list-style-type: none"> <li>▪ Roll playing in pairs.</li> </ul>	<p>Quiz</p> <p>Written test ( Multiple Choice sand Structured Essay Questions)</p> <p>Assignment.</p> <p>Home work</p> <p>Assignment</p> <p>Quiz</p> <p>Performance</p> <p>Assignment</p> <p>Quiz</p>	<p>5 X 45</p> <p>5 X 45</p> <p>5 x 45</p>	<p>BSE : Interlanguage</p> <p><i>Look Ahead X</i></p> <p>Tape Script <i>Look Ahead X</i></p> <p>Dictionary</p> <p>Students work sheet</p> <p>Cassettes</p> <p>BSE : Interlanguage</p> <p><i>Look Ahead X</i></p> <p>Tape Script <i>Look Ahead X</i></p> <p>Dictionary</p> <p>Students work sheet</p> <p>Cassettes</p> <p>BSE : Interlanguage</p> <p><i>Look Ahead X</i></p>
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<p><b>4. SPEAKING</b> Expressing simple, short, functional texts and simple monologue texts in the genres of <i>Narrative, descriptive, and news item</i> in the context of daily life.</p>	<p>interpersonal communication both formally and informally using simple ,accurate ,fluent,and acceptable oral language in the context of daily live and involving the function of expressing surprise, unbelieving, and accepting an invitation, and offering to do something</p> <p>4.1. To express simple, short, functional texts accurately, fluently,and acceptably ( <i>e.g. announcement, adverstisement, invitation.</i>) in the context of daily life.</p> <p>4.2. To express simple texts accurately, fluently, and acceptably in the genres of <i>narrative,descripivet, and news item</i></p>	<p>expressing happiness. 2. To use the function of showing sympathy. 3. To use the function of showing attention. 4. To give oral instruction. 5. To do interview</p> <p>1. To make an oral announcement 2. To make an oral invitation 3. To do a monologue to deliver an advertisement 4. To use an oral language..</p> <p>1. To use sentences in Past Tense in presenting a recount. 2. To convey a monologue in</p>	<p>Example: A: How can you say that? B. Well, that's the fact</p> <p><b>B.</b> To show unbelieving <i>Example:</i> A: <i>I can't believe it</i> B: <i>That's true</i></p> <p><b>C.</b> To show accepting invitation and offering to do something <i>Example:</i> A: <i>Thank for the invitation</i> B: <i>I look forward to seeing you.</i></p> <p><b>A.</b> Oral announcement. <b>B.</b> Vocabularies related to announcements.</p> <p>▪ Oral text of narrative. ▪ Oral text of descriptive ▪ Oral text</p>	<p>▪ In pairs using the function and respond it. ▪ Roll playing in groups..</p> <p><b>TM:</b> 1. In pairs making an oral advertisement and read in front of class.</p> <p><b>TM:</b> In pairs ,making up a story , news and describe about things or people and present it in front of class.</p> <p><b>PT:</b> 1. In groups, identifying some written announcement in public places 2. In pairs , discussing the content and style of the</p>	<p>Performance Performance Performance Quiz Written test ( Multiple Choice sand Structured Essay Questions) Assignment. Quiz Written test ( Multiple Choice sand Structured Essay Questions) Assignment. Quiz Written test ( Multiple Choice sand Structured Essay Questions)</p>	<p>5 X 45 5 X 45</p>	<p>Tape Script <i>Look Ahead X</i> Dictionary Students work sheet Cassettes BSE : Interlanguage</p> <p><i>Look Ahead X</i> Tape Script <i>Look Ahead X</i> Dictionary Students work sheet Cassettes BSE : Interlanguage</p>
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<p><b>5. Reading</b> To understand, short, simple, functional essays in the genres of <i>narrative, descriptive and news item in the context of daily life to access sciences.</i></p>	<p>5.1 To respond an idea in short functional written text( <i>e.g. announcement, advertisement, invitation.</i>) <i>formally and informally in accurate, fluent, and acceptable way</i> in the context of daily life.</p> <p>5.2 To respond meaning and steps of written rhetorical essays in accurate, fluent, and acceptable way in the context of daily life to access sciences in the genres of <i>narrative, descriptive, and news item</i></p>	<p>telling an experience. 3. To convey a monologue in presenting a procedure. 4. To tell stories.</p> <p>1. To read aloud a written text. 2. To identify the topic of the text. 3. To identify the specific information</p> <p>1. To identify the meaning of a word in the text. 2. To identify the meaning of a sentence in the text. 3. To identify the complication of narrative text. 4. To identify the happening in the text. 5. To identify the characteristic of thing or people 6. To identify the main news. 7. To identify the source of the news</p>	<p>of news item</p> <p>1. Announcement 2. Advertisement 3. Invitation</p> <ul style="list-style-type: none"> <li>▪ Written text of news item</li> <li>▪ Written text of narrative</li> <li>▪ Written text of descriptive</li> <li>▪ Passive voice</li> <li>▪ Reported speech</li> </ul>	<p>language.</p> <p><b>TM:</b> 1. Individual Reading a loud of narrative text. 2. Practising sentences using Present tense to express the fact and using passive voice to tell news</p> <p><b>PT:</b> 3. In groups, discussing the various aspects of the texts</p> <p><b>PT:</b> 1. In groups, making up a written announcement and publicizing it at class /school</p>	<p>Assignment.</p> <p>Performance</p> <p>Assignment</p>	<p>5 X 45</p> <p>5 X 45</p>	<p><i>Look Ahead X</i></p> <p>Tape Script <i>Look Ahead X</i></p> <p>Dictionary</p> <p>Students work sheet</p> <p>Cassettes</p> <p>BSE : Interlanguage</p>
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<p><b>6. Writing</b>  , To express short, simple, functional essays in the genres of <i>narrative, descriptive, and news item in the context of daily life to access sciences.</i></p>	<p>6.1. To express an idea in a short functional written text( <i>e.g. announcement, advertisement, invitation.</i>) <i>boormaly and informally in accurate, fluent, and acceptable way</i> in the context of daily life.</p> <p>6.2. To express meaning and steps of written rhetorical essays in accurate, fluent, and acceptable way in the context of daily life to acces sciences in the genres of narrative, descriptive ,and news item..</p>	<p>8. To identify the steps of rhetoric essays  9. To identify the purpose of communication of the text.</p> <p>1. To use structure, vocabularies, punctuation, spelling and writing rule accurately.  2. To write main ideas.  3. To elaborate the main ideas.  4. To make a drafts, to revise, and to edit.  5. To produce a short functional text.</p> <p>1. Using Reported speech to deliver the news  2. Using Present tense to describe things or people  3. Using adverbial clause in writing an narration  4. Producing a text of news item  5. Producing a text of descriptive  6. Producing a text of narrative.</p>	<p>- Announcement  - Advertisement  - Invitation, etc.</p> <ul style="list-style-type: none"> <li>▪ Written text of news item</li> <li>▪ Written text of narrative</li> <li>▪ Written text of descriptive</li> <li>▪ Passive voice</li> <li>▪ Reported speech</li> </ul>	<p><b>TM:</b></p> <p>1. To make adraft of narrative, recount, and procedure using chain writing.  2. To correct the classmates to improve the draft.  3. To improve the draft based on the correction by clssmates..</p>		<p>5 X 45</p> <p>5 X 45</p>	
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## RENCANA PELAKSANAAN PEMBELAJARAN

SCHOOL : SMA Negeri 1 Kayen  
SUBJECT : Bahasa Inggris  
CLASS/SEMSTER : X/II  
TIME ALLOTMENT : 4x 45 menit (2x pertemuan)(*Cycle 1*)

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### A. STANDARD COMPETENCE

Berbicara

1. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

### B. BASED COMPETENCE

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*

### C. INDICATORS

1. By the end of the lesson, students are able to use some adjective word to describe something accurately.
2. By the end of the lesson, students are able to create a short dialogue about describing something orally in front of the class.
3. By the end of the lesson, students are able to create a short descriptive text orally.

### D. TEACHING METHOD

1. Explanation
2. Discussion
3. Exercise

## Appendix 4

### E. SOURCE AND MEDIA

1. Source book
2. Pictures
3. Music

### F. MATERIAL OF LEARNING

#### 1. Present tense

(+) S + VI s/es + O....

(-) S + does/do + not + O...

(?) Does/do + S + VI + O...?

#### 2. Vocabulary

##### Adjective

- |              |            |
|--------------|------------|
| 1. Beautiful | 11. Soft   |
| 2. Smart     | 12. Wet    |
| 3. Big       | 13. Hard   |
| 4. Clever    | 14. Sharp  |
| 5. Handsome  | 15. Flat   |
| 6. White     | 16. Dark   |
| 7. Black     | 17. Bright |
| 8. Round     | 18. Cute   |
| 9. Thin      | 19. Silver |
| 10. Thick    | 20. Long   |

#### 3. Dialogue

Dandy : I've never been to Borobudur before. What is it like?

Kayla : It's very beautiful. The temple is extravagant. Beautiful stone carvings surrounded the temple and the statues are amazing too.

Dandy : Wow, I wish I can see it for myself.

## Appendix 4

Kayla : Actually, my parents are taking me there again this vacation. What if you come and join us?

Dandy : How can I say no? Of course I'd love to come.

Kayla : Great. I'm sure my parents won't mind.

### G. STEPS OF LEARNING

#### ❖ *First meeting*

##### 1. Opening Activities

- Teacher plays the music and greets the students.
- Teacher checks students' attendance and asks their condition.

##### 2. Main Activities

- The students are asked to feel relax and imagine a new identity like the picture.
- The students are listen to the teacher reading a dialogue about the picture.
- The students listen and repeat after the teacher reading the dialogue.
- The students and the teacher dramatize the dialogue in classroom.
- The students are asked to check the vocabulary on the dialogue.
- The students are explained about the descriptive text.

##### 3. Summing Up Activities

- The students are asked to ask a question about the text.
- the teacher sums up the material and closes the lesson.

#### ❖ *Second meeting*

##### 1. Opening Activities

- Teacher plays the music and greets the students.
- Teacher checks students' attendance and asks their condition.
- Teacher brushes up the previous meeting.

##### 2. Main Activities

- The students are asked to practice the previous dialogue.
- The students are showed some pictures and together with the students create a dialogue based on those pictures.
- The students are asked to listen and repeat reading the dialogue with the teacher.
- The students are asked to dramatize the dialogue together with the teacher.
- The students are explained about the descriptive dialogue.

## Appendix 4

### 3. Summing Up Activities

- The students are asked to ask a question about the text.
- the teacher sums up the material and closes the lesson.

## H. SOURCE OF LEARNING

1. Look Ahead X
2. Interlanguage English for Grade X
3. Developing English Competencies for Grade X

Guru Mata Pelajaran

Kudus, Februari 2011

Guru Praktikan

Ramini, S.Pd

NIP. 197707122007012017

TRI ANGGONO SULISTIONO

NIM 2201407056

Mengetahui,  
Kepala SMA Negeri 1 Kayen

Drs. Eddy Suryaka, M.Pd.  
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**Appendix 4****RENCANA PELAKSANAAN PEMBELAJARAN**

SCHOOL : SMA Negeri 1 Kayen  
 SUBJECT : Bahasa Inggris  
 CLASS/SEMSTER : X/II  
 TIME ALLOTMENT : 4x 45 menit (2x pertemuan)(*Cycle 2*)

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**A. STANDARD COMPETENCE**

## Berbicara

6. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

**B. BASED COMPETENCE**

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive, dan news item*

**C. INDICATORS**

4. By the end of the lesson, students are able to use some adjective word to describe something accurately.
5. By the end of the lesson, students are able to create a short dialogue about describing something orally in front of the class.
6. By the end of the lesson, students are able to create a short descriptive text orally.

**D. TEACHING METHOD**

1. Explanation
2. Discussion
3. Exercise

**E. SOURCE AND MEDIA**

1. Source book
2. Pictures
3. Music

**Appendix 4****F. MATERIAL OF LEARNING****1. Present tense**

(+) S + VI s/es + O....

(-) S + does/do + not + O...

(?) Does/do + S + VI + O...?

**2. Vocabulary****Adjective**

1. Beautiful
2. Smart
3. Big
4. Clever
5. Handsome
6. White
7. Black
8. Round
9. Thin
10. Thick
11. Soft
12. Wet
13. Hard
14. Sharp
15. Flat
16. Dark
17. Bright
18. Cute
19. Silver
20. Long

### 3.Descriptive text

#### **Niagara Falls**

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side. Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States. The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock. At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

*Taken from The World Book Student Discovery  
Encyclopedia, 2006*

#### G. STEPS OF LEARNING

##### ❖ **First meeting**

##### 1. Opening Activities

- Teacher plays the music and greets the students.
- Teacher checks students' attendance and asks their condition.

##### 2. Main Activities

- The students are showed the pictures and ask the students to imagine a new identity to relating that picture.
- The students are asked to listen and repeat the text after the teacher reading the text.
- The students and the teacher dramatize the text in classroom.
- The students are asked to answer the related questions.
- The students are asked to analyze the vocabulary of the text.
- The students are explained about the descriptive text.

##### 3. Summing Up Activities

- The students are asked to ask a question about the text.
- the teacher sums up the material and closes the lesson.

## Appendix 4

### ❖ *Second meeting*

#### 1. Opening Activities

- Teacher plays the music and greets the students.
- Teacher checks students' attendance and asks their condition.
- Teacher brushes up the previous meeting.

#### 2. Main Activities

- The teacher show some pictures and try to describe the picture together with the students.
- The students are listen and repeat the teacher reading the text.
- The students and the teacher dramatize the text together in classroom.
- The students are asked to make a short descriptive text related to given picture.
- The teacher check their own text and asks them to practice the text in front of the class.
- The students are explained the students about the descriptive text.

#### 3. Summing Up Activities

- The students are asked to ask a question about the text.
- the teacher sums up the material and closes the lesson.

## H. SOURCE OF LEARNING

1. 1. Look Ahead X
2. Interlanguage English for Grade X
3. Developing English Competencies for Grade X

Guru Mata Pelajaran

Kudus, Februari 2011  
Guru Praktikan

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Mengetahui,  
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## Appendix 4

## THE RESULT OF MID TEST

No	Code	Components of Speaking Scoring						Total	Score	Criteria
		G	V	C	F	P	T			
1	A1	3	4	4	2	2	4	19	63,3	Weak
2	A2	4	5	5	5	4	5	28	93,3	Outstanding
3	A3	3	2	3	3	2	3	16	53,3	Very weak
4	A4	3	2	2	2	1	4	14	46,6	Very weak
5	A5	3	3	2	2	3	2	15	50	Very weak
6	A6	4	4	3	4	3	5	23	76,6	Satisfactory
7	A7	3	2	3	2	2	3	15	50	Very weak
8	A8	4	3	4	3	3	5	22	73,3	Satisfactory
9	A9	3	3	3	3	3	2	17	56,6	Very weak
10	A10	3	2	4	2	2	4	17	56,6	Very weak
11	A11	2	3	2	3	3	3	16	53,3	Very weak
12	A12	3	4	3	3	3	2	18	60	Weak
13	A13	2	3	4	2	2	3	16	53,3	Very weak
14	A14	3	2	3	1	2	2	13	43,3	Very weak
15	A15	3	4	3	3	3	2	18	60	Weak
16	A16	4	3	4	4	4	5	24	80	Satisfactory
17	A17	2	3	4	2	4	4	19	63,3	Weak
18	A18	2	3	3	4	2	4	18	60	Weak
19	A19	3	2	4	3	2	3	17	56,6	Very weak
20	A20	2	3	4	3	2	5	19	63,3	Weak
21	A21	3	4	3	3	2	4	19	63,3	Weak
22	A22	3	3	3	4	3	2	18	60	Weak
23	A23	2	3	4	3	2	3	17	56,6	Very weak
24	A24	2	3	4	2	3	3	17	56,6	Very weak
25	A25	2	4	4	3	2	3	18	60	Weak
26	A26	2	3	2	2	1	4	14	46,6	Very weak
27	A27	2	4	2	2	1	5	16	53,3	Very weak
28	A28	3	3	4	4	3	2	19	63,3	Weak
29	A29	2	4	4	2	1	3	16	53,3	Very weak
30	A30	3	4	4	3	2	2	18	60	Weak
31	A31	2	4	4	3	2	3	18	60	Weak
32	A32	2	3	4	3	1	5	18	60	Weak
33	A33	3	5	3	2	4	4	21	70	Weak
34	A34	3	2	3	3	2	4	17	56,6	Very weak
35	A35	4	4	4	4	1	5	22	73,3	Weak
36	A36	3	4	2	1	3	3	16	53,3	Very weak
37	A37	3	2	4	2	2	2	15	50	Very weak
38	A38	1	3	2	3	2	3	14	46,6	Very weak
39	A39	3	2	4	3	2	3	17	56,6	Very weak
40	A41	2	4	4	2	3	5	20	66,6	Weak
41	A41	3	4	3	3	2	3	18	60	Weak
42	A42	3	4	4	2	3	5	21	70	Weak
SUM		115	136	142	115	99	146	753	2508,7	
AVERAGE		2,7 3	3,2 3	3,3 8	2,73	2,35	3,47	17,92	59,73	

## Appendix 4

**QUESTIONNAIRE EVALUASI PENGAJARAN**

- A. Isilah pada kolom *setuju*, *biasa*, dan *tidak setuju* berdasarkan pembelajaran yang diberikan peneliti di dalam kelas!

No.	Pernyataan	Jawaban		
		Setuju	Biasa	Tidak setuju
1.	Peneliti mempersiapkan pengajaran dengan baik.			
2.	Peneliti memberikan penjelasan yang dimengerti tentang materi pembelajaran.			
3.	Peneliti memberikan tanggapan baik terhadap komentar dan respon siswa.			
4.	Peneliti memberikan penjelasan secara baik dan sopan bagi siswa.			
5.	Peneliti menunjukkan kemampuan yang cukup tentang materi yang diberikan.			
6.	Peneliti berusaha memotivasi siswa dalam proses pembelajaran.			
7.	Peneliti memberikan rangsangan untuk meningkatkan motivasi belajar siswa.			
8.	Peneliti sangat kreatif mengembangkan materi pembelajaran.			
9.	Peneliti menciptakan suasana kelas yang santai dan menyenangkan.			
10.	Peneliti mendorong siswa untuk berpikir kritis dalam pembelajaran.			
11.	Peneliti memotivasi siswa mengeluarkan pemikiran, ide dan pendapatnya.			
12.	Peneliti berkomunikasi secara efektif di dalam kelas.			
13.	Peneliti memberikan penugasan yang berguna dan jelas bagi siswa.			
14.	Peneliti sangat dinamis dalam menguasai kelas.			
15.	Saya menyimpulkan bahwa pengajaran peneliti sangat efektif bagi siswa.			

## Appendix 4

**STUDENTS' TRANSCRIPT FIRST CYCLE TEST**

My Home....My home is good. It has five rooms....my bedroom, kitchen, living room, bathroom.....and my parents' room...colour is white..it has a white colour...in my bedroom there are bed, pillor, table, cuprboard, window...that's all my home...

By: A2/X-1/SMA N1 Kayen

My home....home...my home is beautiful.my home have...has.....six rooms...my room, brother room...parents' ...my parents' room....my kitchen...kitchen...living room..and...and...and...bath..bath..bathromm. front my home... in front of my home is.

By: A7/X-1/SMA N1 Kayen

Home...home...my home is big...because I live with grandmother...it has six rooms...some bedrooms, kitchen, bathroom, living room..and my living room..colour of my house...home..is yellow....yellow and green...home sweet home...

By: A23/X-1/SMA N1 Kayen

I have a home...my home is small..I have small home...it is beautiful...I love my home...I clean me home everyday..colour is white...located in Jimbaran...my home has four rooms...

By: A24/X-1/SMA N1 Kayen

I live with my family...in home..my home is comfortable...my home have five rooms..kitchen...living room...and bedroom... and bathroom...and bedroom..I sleep in bathroom...bedroom....

By: A35/X-1/SMA N1 Kayen