CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the study. Those topics are background of the study, formulation of the research problem, purpose of the study, hypothesis, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

A. Background of the study.

Speaking is a one skill in English language that important for students. There are three main reasons for getting students to speak in the classroom (Harmer: 2007). Firstly, speaking activities provide rehearsalopportunities - chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students, and finally, the more students have opportunities to *activate* the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Speaking skill is really important to be taught and learnt because the function of the language itself is to communicate or as a communication tool

and also as we know that English language is the first language in the world which it is important to be mastered by the students to assure their future life, as according to (Thornbury:2005) "speaking is so much a part of daily life that we take it for granted" so that if the students can't speak or produce a language that language goal will not reached and the students can't communicate using English language well. In the last decade, English has become the most popular foreign language used for communication between people who do not share the same first language. As Harmer (2000) points out, English is spoken by at least a quarter of the world's population. It is important, too, to realize that this means it is not spoken by three-quarters of the population. However, it is clear from the way its use has grown in the last decade that this situation is about to change. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. In according to (Rhicards and Ranindya:2002:201) the ability to speak foreign language well is a very complex task, speaking is used for many different purposes, those maybe to make social contact with other people, to establish rapport, to engage in the

harmless chitchat or communication with someone in order to express opinion, persuade or clarify information.

There are several methods that can be used to teach speaking and one of those appropriate methods to teach speaking and can help students improve their speaking skill is by using suggestology or suggesto-pedia teaching method because this method tries to delete the students' mental block or students' mental barriers that makes the students became afraid and not confidence in speaking so that the students will become more confidence and motivated in speaking, moreover it will make their speaking skill increase as it expected. DePorter&Hernacki (2013) said that suggestion can influence the result of students' learning situation; either gives a positive or negative suggestion. Suggestopedia is a method which builds students' imagination through audio visual aid to practice some language games in order to apply the patterns of a new language form. Suggestopedia, the application of the study or suggestion to pedagogy, has been developed to help students eliminate the feeling that they can't be successful and, thus, to help them overcome the barriers to learning (Lozanov, as cited in Larsen-Freeman, 1986:72).

Suggestopedia method also helps students to enjoy and excite the teaching learning process because of the use of music, dramatization, and pictures. Songs, jokes, puzzles and anecdotes were included in the various dialogues, singing for example, as in the Tomatis Approach, was considered

to be especially helpful in the learning of a foreign language and many foreign songs were sung in class as an aid to vocabulary-learning, intonation, pronunciation, the overcoming of psychological inhibitions, it is stated by Bancroft (1999:58). The main characteristic or the central of suggestopedia method in according to Lozanov (cited in Richards&Rodgers:2001:100) is the use of music and musical rhythm in learning that is believed can relax the learners .As a result, students can absorb every material given the teacher easily and enjoyably also practice English well without fear of making mistakes. This teaching method also gives 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, students are also will feel relax during the learning process so that the students can speak easily without any fear. Furthermore, the students can practice to speak English well with practicingcontinuously.

Even Lazanov cited in Lica (2008) argued that learners have difficulties in acquiring English as the second language because of the fear of the students to make mistakes. When the learners are in this situation, their heart and blood pressure raise. He believes that there is a mental block in the learners' brain (affective filter). This filter blocks the input, so the learners have difficulties to acquire language caused by their fear. The combination of

desuggestion and suggestion is to lower the affective filter and motivate students' mental potential to learn, aim to accelerate the process by which they learn to understand and use the target language for communication to achieve super learning; it is the final goal of suggestopedia. Richards&Rodgers (2001:102) stated that the objectives of suggestopedia are to deliver advanced conversational proficiency quickly.

In Islamic junior high school (MTs) Al-Huda Bandung the learners have problem which is being afraid of making mistake to express their idea or sentences, it can be seen from their attitude in learning, and they felt not confidence when they speak in front of the class. But actually in a language learning every student must speak. As according to the syllabus basic competence 4.11 absorb the meaning of spoken and written narrative text in the form of simple fable. It's started from try it then practice continuously without feeling afraid or enjoy. Every mistake can be corrected and the students learn from those mistakes to develop their speaking English.

So that, the teacher must be able to improve students' motivation and self-confidence by using new tricks which necessary to develop their speaking ability. One of tricks is to apply interesting method of teaching and learning to make them motivated and feel enthusiastic to learn English more also be confidence to speak English.Whereas Harmer (2007:20) stated that a variety

of factors can create a desire to learn, this desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act.

Those learners' problems has been effectively solved by using suggestopedia method because this method tries to suggest students that learn English is easy and makes learners be brave to express their idea, as done by Sulistiono (2011); suggestopedia method was effective to be applied as an alternative teaching method for first grader of SMA Negeri 1 Kayen. This method was effective to improve students' speaking skill, It was proved by the difference of the pre-test means and post-test means. Furthermore as done by Nopiyanti (2012) proved that using suggestopedia method could improve students' speaking skill of fourth grade students of SD Mutiara Nusantara Parongpong, this conclusion was based on the different mean of the pre-test and post –test score which shows that the mean of post-test score was greater than pre-test score. Moreover as done by Faidatun (2013); suggestopedia method was effective in teaching reading comprehension of narrative text to the eight graders students of SMP Negeri 1 Ciwedey, it proved by the score of pre-test and post-test, where the post-test score was higher than the pre-test score. So, it can be conclude that suggestopedia is an effective method to teach English especially to teach speaking in elementary (SD) and UPPER secondary school (SMA). Still, the effectiveness of suggestopedia to teach

speaking for lower secondary school (SMP) not being studied yet by those some previous study.

Based on those explanations above here the writer wants to use SUGGESTOPEDIA METHOD which the writer believes it is worth to be applied to the eightgraders of MTs Al-Huda Bandung.

Hopefully the method work effectively to the students and their speaking abilities will improve as expected. Based on the background above, the writer gives the title of this study:

"The Effectiveness of Sugestopedia Method to Improve Students' Speaking Ability At Mts Al-Huda Bandung In Academic Year 2016/2017"

B. Research Question

Research questions are the targets of the analyst's inferences from available texts. Generally, such questions delineate several possible and initially uncertain answers. In this respect, a research questions is analogous to a set of hypotheses (krippendorff:2004:31).

In this study the research question is:

- How is the effectiveness of suggestopedia method to improve students' speaking ability at MTs Al-Huda Bandung?

C. Purpose of the study

This study is done under the following purpose:

- To find out whether using suggestopedia method can improve the students' ability in speaking or not.

D. Hypothesis

1. H_O: suggestopedia method not effective to improve students' speaking ability at MTs Al-Huda Bandung.

2. H_A: suggestopedia method effective to improve students' speaking ability at MTs Al-Huda Bandung.

E. Scope and Limitation

In this research, the scope of the study covers teaching speaking using suggestopedia method of the eight graders of MTs Al-Huda Bandung. Therefore the writer limits the research on the use of suggestopedia method to improve students' speaking skill for teaching narrative in VIII A class in academic year 2016/2017.

F. Significance of the study.

The writer hopes that this research would be useful for:

1. Eight graders of MTs Al-Huda Bandung.

The writer hopes that this study will improve the students' ability in speaking and also improve their motivation in learning English.

2. The English teacher.

Hopefully it will be useful for the English teachers of MTs Al-Huda Bandung who want to make their teaching and learning process interesting and make their students excited to learn English language more. They might use the method to solve their problems.

3. The further researchers.

In hope that this research can be uses as reference for the next researchers who want to study the same topic or similar topic with it.

G. Definition of Key Terms.

In this part, there are some explanations from the topic of the study and the title mentioned in the previous item. The title is "The Effectiveness of Suggestopedia Method to Improve Students' Speaking Ability at MTs Al-Huda Bandung Academic Year 2016-2017".

The definition of key terms as follows:

1) Suggestopedia method is a method developed by the Bulgarian phsyciatrist–educator GeorgiLozanov, it is a specific set of learning recommendation derived from

suggestology(Richards&Rodgers:2001:100). This method based on the idea that suggestion has important roles in teaching and learning process. This method tries to eliminate students' feels of being afraid of making mistake and suggest the students that they can be success. This method emphasize the use of music in the teaching and learning, especially Barok music such as: Bach, Handel, Pachelbel and Vivaldi (DePorter& Hernacki:2015:72).

2) Speaking is the ability that presupposes not only of language features, but also the ability to process information and language "on the spot' (Harmer:2001:269). 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).

H. Organization of the Study

- Chapter I   : Introduction

   In this chapter, the writer discusses the background of the study, formulation of research problem, hypothesis, purpose of the study, significance of the study scope and limitation of the study, definition of key terms, and organization of the study.

- Chapter II : Review of Related Literature

In this chapter, the writer discusses the expert point of view on the speaking, teaching speaking, English teaching method, the use of suggestopedia method in teaching speaking, and previous study.

- Chapter III : Research Method

    In this chapter, the writer discusses the research design, subjects and setting of the study, variable, data and source, and data collecting method and instruments, also data analysis technique.

- Chapter IV : Findings and Discussion

    In this chapter, the writer discusses about findings of the research and discussion of the result of study.

- Chapter V : Conclusion and Suggestions.

    In this chapter, the writer discusses about conclusion from the result of using Suggestopedia as the method to teach speaking in the class and suggestion.

- References.

- Appendics.