

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the writer presents the finding and the discussion of the research. Three main topics will be discussed in this part covering description of data, hypothesis testing, and discussion.

A. The descriptivestatistics

In this section, the writer presents the descriptive statistics of the research. The result of students' speaking after doing all of the steps in process speaking in pre-test and post-test then were analyzed by using speaking scoring rubric.

To know the students' speaking achievement the researcher conducted pre-test and post-test. As mentioned before the researcher used test as instrument in collecting the data. It was given to the second graders of MTs Al-Huda Bandung. Pre-test and post-test were done to get speaking score of the students. The students' scores in pre-test and post-test can be seen in appendix 8 and 9. There were 18 students as the sample of the research. The test was conducted by the writer before and after using suggestopedia method in teaching speaking. The test focused on narrative speaking.

1. Computation result of the students' score before being taught by using suggestopedia method (Pre-Test)

In the pre-test the writer asked the students to retell a narrative story about "The lion and the elephant". Each student was given time 4 minutes (2 minutes to prepare and 2 minutes to retell the story). There were 18 students as the sample of the study. The test was intended to measure the students speaking achievement before students given the treatment. The data of the student's speaking achievement before being taught by using Suggestopedia method can be seen in Appendix 4. The descriptive statistic of pre-test scores consisted of mean (Table 4.1) and the frequency distribution of pre-test (Table 4.2), can be seen below:

Table 4.1The descriptive statistic of pre-test scores

N	Valid	18
	Missing	0
Mean		66.67
Std. Error of Mean		.577
Median		67.00
Mode		68
Std. Deviation		2.449
Variance		6.000

Range	9
Minimum	62
Maximum	71
Sum	1200

Table 4.2 frequency distribution of pre-test

	Frequenc y	Percent	Valid Percent	Cumulative Percent
62	1	5.6	5.6	5.6
63	1	5.6	5.6	11.1
64	3	16.7	16.7	27.8
66	2	11.1	11.1	38.9
67	3	16.7	16.7	55.6
68	5	27.8	27.8	83.3
69	1	5.6	5.6	88.9
70	1	5.6	5.6	94.4
71	1	5.6	5.6	100.0
Total	18	100.0	100.0	

Descriptive statistic is a statistic functioning to describe the condition of certain group of people or a group entity. Based on the table of experimental

group above, the sample consisted of 18 students. It shows that the mean score 66.67, it meant that the average of 18 students got score 66.67. The minimum score 62.00. The maximum score 71.00.

Frequency of pre-test after being distributed:

- 1) There are 17 students (94.4 %) get score between 61-70, it means that in speaking skill the students' still need improvement.
- 2) There is 1 student (5.6 %) get score between 71-80, it means that in speaking skill this student was good enough.

2. Computation result of the students score after being taught by using suggestopedia method (Post-Test)

After being given the treatment by using suggestopedia method, the students are given a post-test. The test was bit different from pre-test in term of the topic but the level of difficulties and the type is the same, that is about fable. The writer asked the students to retell the story about "A wizard and a mouse" (narrative story). Test takers are 18 students. This test is intended to know the students' speaking achievement after the students got the treatment. The data of the student's speaking achievement after being taught by using suggestopedia method can be seen in Appendix 5. The descriptive statistic of post-test which consists of mean (Table 4.3) and the frequency distribution of post-test (Table 4.4) can be seen below:

Table 4.3The descriptive statistic of post-test

N	Valid	18
	Missing	0
Mean		74.00
Std. Error of Mean		.412
Median		74.00
Mode		74 ^a
Std. Deviation		1.749
Variance		3.059
Range		8
Minimum		70
Maximum		78
Sum		1332

Table 4.4The frequency distribution of post-test

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 70	1	5.6	5.6	5.6
Valid 72	2	11.1	11.1	16.7

73	3	16.7	16.7	33.3
74	5	27.8	27.8	61.1
75	5	27.8	27.8	88.9
76	1	5.6	5.6	94.4
78	1	5.6	5.6	100.0
Total	18	100.0	100.0	

Based on the table of post-test score above, the mean score is 74.00 , it means that the average scores of 18 students are get score is 74.00. The minimum score is 70.00. The maximum score is 78.00. The frequency of posttest score after being distributed are:

- 1) There is 1 student (5.6%) get score between 61-70, it means that the students' speaking skill still low.
- 2) There are 17 students (73.3%) get score between 71-80, it means that the students' speaking skill was good enough.

4. The effectiveness of using suggestopedia method toward students' speaking skill

The writer uses statistical with a paired sample analysis by using SPSS 20.00 to ensure the effectiveness of using suggestopedia method toward the students speaking skill. The result is as follows:

4.5 T-test Result

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1. pre_test - post_test	-7.333	2.376	.560	-8.515	-6.152	-13.093	17	.000

Based on the (Table 4.7), output paired sample statistic shows that the mean of pre-test and post-test is (7.333) which means that the difference mean between the two score was (7.333) and the standard deviation is (2.376) it shows the variation or dispersion of the data the smaller value of it the closer the data was, with the mean standard error is (0.560) its describes the accuracy as an estimate of the population mean, the smaller the standard error value is the better the sample was because its represent the population enough . The lower difference is (8.515), while upper difference is (6.152). The result of T-test = (13.093) with df = 17 and significance of 0.00.

B. The Result of Normality and Homogeneity Testing.

In this part the writer provide and discuss the result of normality and homogeneity testing using IBM SPSS 20.00.

1. The Result of Normality Testing.

Normality testing is conducted to know whether the gotten data is normal or not. The computation of normality testing in this research using

IBM SPSS Statistics 20.00 is *One-Sample Kolmogorov-Smirnov test* by the value of significance () = 0.050.

In this research, the result of data distribution of pre-test and post-test calculated by using IBM SPSS 20.00 can be seen on the following table:

Table 4.6 Normality Testing Result

Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Stati sti c	Df	Sig.	Stati sti c	df	Sig.
,165	18	,200*	,952	18	,453
,173	18	,165	,948	18	,396

The table above shows that the significance value of pre-test is 0.45, it is bigger than 0.050 (> 0.050) means that the data distribution of pre-test is normal. The significance value of post-test is 0.39, it's also bigger than 0.050 (> 0.050) which indicated that the data distribution of post-test is normal. So in can be conclude that the both pre-test and post-test data is normal so the writer go further to homogeneity testing.

2. The Result of Homogeneity Testing

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. The computation of homogeneity testing by using *IBM SPSS Statistics 20.00* is *Test of Homogeneity of Variance* by the value of significance = 0.050. From the result of computation using IBM SPSS 20.00 the writer got data as the following table:

Table 4.7 Homogeneity testing result

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,907	1	34	,097

From the data gotten above can be seen that the significance value of the data was 0.097, it means that the gotten data has a homogeneous variance because that significance value was bigger than 0.050 so H_0 was rejected and H_a was accepted which means that both variances (before and after given the treatment) are different.

C. Hypothesis Testing

According to (Ary et al 2010:92) a quantitative study begins with a research hypothesis, it should be in a simple clear statement of the expected relationship

between the variables and that hypothesis must be testable. Only the null hypothesis can be directly tested by statistical procedures.

The hypotheses testing of this study are as follows:

- a. When the significant value $<$ significant level, the alternative (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different score on the students' speaking achievement before and after being taught by using suggestopedia method.
- b. When the significant value $>$ Significant level, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is not significant different score on the students' speaking achievement before and after being taught by using suggestopedia method.

The result of hypothesis testing using IBM SPSS 20.00 can be seen in the following table:

4.8 Paired Sample Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre_test	66,67	18	2,449	,577

post_test	74,00	18	1,749	,412
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The mean score before being taught by using suggestopedia method is (66.67) and after being taught by using suggestopedia method is (74.00), it means that the mean before being taught by using suggestopedia method is lower than after being taught by using suggestopedia method.

Meanwhile, based on the statistical calculation using SPSS 20.00, the researcher gave interpretation to significant value. The significant value of the research is 0.000, significance level 0.05 and the Ttable 2.110 the df: 17 whereas Tcount 13.093. Because significant value (0.000) is smaller than significant level (0.05), it can be concluded that alternative hypothesis (H_a) saying that “there is significance different score before and after being taught by using suggestopedia method is accepted” and the null hypothesis (H_o) saying that “there is no significance score before and after being taught by using suggestopedia method” is rejected. Based above evidence, It can be concluded that by using suggestopedia method on the students’ speaking skill in second grade of MTs Al-Huda Bandung is effective.

C. Discussion

The research is conducted in three steps. The first step is giving pretest to students. Pretest is given to know the student’s speaking score before being taught by using suggestopedia. The second step is giving treatment and applying the

suggestopedia method to the students. The treatment is given to the students 2 times. The last step is giving posttest to the students to know the students' speaking score after being taught by using suggestopedia method.

From the finding, can be seen that the Tcount was 13.093 and the Ttable was 2.110 so that Tcount is bigger than Ttable ($13.093 > 2.110$). It shows that there is different speaking score of the second graders of MTs Al-Huda Bandung before and after being taught by using Suggestopedia method.

Based on the hypothesis testing alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Thus, the teaching speaking by using suggestopedia method gives significant effect on the students' speaking achievement. By using suggestopedia method, the students feel enjoy and relax in learning English and it can decrease the students' mental-block in teaching and learning process and as the result the students become more confident to speak english. So that this method success makes the students more fun, enjoy, confident and interested to speak up also their speaking ability increase.

Based on the result of post-test that showed higher scores than the pre-test scores. It indicates that there is improvement in students' speaking achievement after being taught by using suggestopedia method. The result of research in the class showed that the method makes the students speak better than before. It means that in general suggestopedia method is effective for teaching speaking especially for the second graders of junior high school students. In the treatment process, learners felt happy, enjoy, relax and enthusiastic to learn and speak.

As Richards&Rodgers (2001:102) stated that the objectives of suggestopedia are to deliver advanced conversational proficiency quickly. 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.

Furthermore DePorter (2008) assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity. Lazanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material. Suggestopedia is a teaching method, which focuses on how to deal with the relationship between mental potential and learning ability and it is very appropriate to use in teaching speaking especially for young language learners (xue:2005).

Suggestopedia method was effective to improve students' speaking ability. The use suggestopedia method in teaching and learning speaking process give a positive effect on the students' achievement, because they can study speaking easily and relax with any pressure. It can be done because of fun learning, and the use of music which makes students feels better in the learning process as stated by Deporter and Hernacki (2015:72) that actually music related and affect students' psychological condition, when human doing hard mental works blood pressure and heartbeat will rise and our brain waves will rise so our muscles will strained. As

long as human doing relaxation and meditation heartbeat and blood pressure decrease and muscles in relax condition as lozanov cited in Deporter and Hernacki (2015:72) argue that music is the key of relaxation, relaxation that follows by music makes our mind always ready and concentrate-able.

In his research lozanov find out that the best music that can be used in this method was Baroque music such as; Bach, Handel, Pachelbel, and Vivaldi which are uses very special beat that synchronize our mind and body automatically even in an experiment Deporter and Hernacki (2015:73) plants has fertile leaves and big strong roots if we play the baroque music for it, unbelievably the plants tend to directed to the music as if directs to the sun. in this study the writer found that the information can be understood and absorb well by the students when the students being taught by using suggestopedia method, by playing music as the background in the process of teaching and learning makes students learn better and became confidence to express their idea, to speak up easily and became active in the learning process, it also proved by the students' gained scores after they were taught by using this method that increase easily shows by the bigger post-test scores than pre-test scores.

The differences between the use of music and without music can be seen in the following table:

Without music	Use music
<ul style="list-style-type: none"> ➤ The throb of pulse and the blood pressure increase. ➤ Brain waves became faster. ➤ Muscles became strained. 	<ul style="list-style-type: none"> ➤ The throb of pulse and the blood pressure decrease. ➤ Brain waves became slower. ➤ Muscles in relax condition.

As the explanation above in this study the writer found the amazing effect of the use of baroque music supported by cheerful and comfort classroom atmosphere for the students' learning process, the students' really look very relax and enjoy the teaching and learning process because actually the students were love music and appreciate the use of music in the learning process very well. They feel there is nothing to be fear on because mistakes was not something really bad, they can learn from mistakes also the teacher wouldn't blame or punish them when they make mistakes, they feel all is well so that they can speak confidently in front of their classmate. The class organized as comfort as possible, and it made the students feel like at home when they learn so that they can learn better and not became bored even in a long session of learning process. Moreover the class completed with useful and good looking posters consist of vocabulary, grammar, sentences and phrases also pronunciation helps students to learn every time when they were in the classroom easily. In this study the writer also as the teacher act as

friendly as possible to the students aimed to suggest the students that learn English and speak English was not as scary as they feel, they can share their problems and their idea about English to the teacher freely, they can share what they like and what they didn't like about English without any pressure.

From the result computation, the writer concluded that the students got better achievement in master speaking skill after being taught by using suggestopedia method. Referring to the description above, it can be concluded that in this study, using suggestopedia method to teach speaking is effective. Practically the theory is accepted and it can improve the students' speaking ability at second graders of MTs Al-Huda Bandung in the academic year 2016/2017.

This finding support the result of some previous studies Tri AnggoroSulistiono (2010), NellaFaidatun (2013), revealing that suggestopedia method was effective to teach speaking and reading comprehension of narrative text seen from the finding of the researches shows that the students got better score after being taught by using suggestopedia method. In other word, suggestopedia method can be base consideration of speaking's teacher who experienced a same problem by using this study. By the result that, the teachers can usingsuggestopedia method because this method has been proved an effective for finishing speaking problem.

Even though the result of this study state the same conclusion with the previous study above in this study the researcher conducting her research truly by her own proved by the different computation result, score, sample, population,

place of the study and the broad of the content of this study also the documentation enclosing on this study, furthermore the second study of NellaFaidatun was conducted on the different aspect with this study, she was conducted the study on the reading aspect and in this study the writer conducted research on the speaking aspect even it use the same method.