# JURNAL

Pengaruh Dari Desuggestopedia Untuk Kemampuan Berbicara Siswa Kelas VIII SMP Islam Sejahtera Badas Pada Tahun Ajaran 2016/2017

## *The Effect of Desuggestopedia to Eighth Grade Students' Speaking of SMP Islam Sejahtera Badas in the Academic Year 2016/2017*

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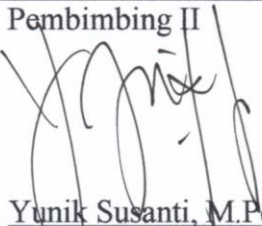
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**ABSTRACT**

The objective of this research entitled "The Effect of Desuggestopedia to Eighth Grade Students' Speaking" of SMP Islam Sejahtera Badas was to find out whether or not the effect of Desuggestopedia was effective in improving students' speaking ability. This research used quantitative method pre-experimental design with one group pretest and posttest design. The population of this research was 16 of the eighth grade students SMP Islam Sejahtera Badas and the sample was clustering sampling. The instrument of this research was test. The data collected by giving pretest and posttest the student sample to improve and then the data were analyzed by using t-test formula. The result's of data analysis showed that: mean score of pretest was 56.25, mean score of posttest was 75.94, the t-score was 10.66 and the t-table with degree of freedom (df) 15 and level significance at 5% was 1.753. Based on the data above The Effect of Desuggestopedia was effective to improve students' ability in speaking and it was also meant that the alternative hypothesis was accepted because the t-score was higher than t-table (10.66>1.753). Therefore, it can be suggested that the use of Desuggestopedia can be alternative method to teach English especially speaking, in order to improve speaking ability. The next suggestion was to the students are expected to use Desuggestopedia method in learning speaking. The last suggestion was to other resarchers who conduct the same research may this research be used as reference.

Keywords : Desuggestopedia, Speaking, Speaking ability

## I. BACKGROUND

There are four skills in the language, listening, speaking, reading and writing. Nunan (2003: 2) suggests: "Speaking is productive oral skill and it consists of producing systematic oral expressions to deliver the meaning". Because speaking is productive oral skill. So, it will be used for communication. People who have ability in speaking will be better in sending and receiving information or message to another. So, it should be had by everyone because everyone needs it well.

Speaking skill is one of the language skills that is very essential to support further oral communication especially in English. Teaching speaking is considered to be difficult among four skills. Young (1992) in Araghi and Amineh (2014) states: "Speaking is probably the most stressful one among the four language skills from the perspective of both FL teachers and learners". It means that more effort is required by the students and various interesting activities also are required by the teachers.

Larekeng and Salasiah (2015: 222) states: "Speaking is one of language skills that needs more practice to obtain compared to other skills like reading, writing, and listening". In this sense, the teachers need to give the opportunities for the students to practice their oral language especially in speaking.

The mastery of speaking skill is a priority for all second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking. In true communication, speaking is to communicate, to express a wish, idea or desire to do something, negotiate or solve a particular problem, or maintain social relationships.

Teaching is an educational activity. It is an activity that is done by giving information, science and knowledge to the students. Teaching can be done whether in formal or informal situation. According to Brown (2007: 94) states: "Teaching is guiding, facilitating learning, and encouraging the learner and setting the conditions for learning". In teaching learning process, those aspects can not be separated with others because all of those components must be integrated to achieve the goal in teaching. Brown (2001: 267) states: "Teaching speaking means teaching the students in conversational discourse, teaching

pronunciation, accuracy and fluency, affective factors and the interaction effect".

We must know that in English teaching speaking, the teachers must be creative to create many communication activities in the classroom, so that it will motivate the students using English language more actively and productively. Harmer (2010: 123) says: "Speaking activities provide rehearsal opportunities - chances to practise real-life speaking in the safety of the classroom". Many students think that speaking English is really difficult, because we should pay attention the pronunciation and the structure. We can see the fact that many students have not been able to speak English fluently, correctly and use good pronunciation in the classroom.

Eventhough they have learned English since elementary school. According to Ur (1996: 121) states:"There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

The first problem is when they try to speak a foreign language in the classroom, they are inhibited or worried to make mistakes and they do not have good self confidence. The second is learners often can not think anything to say their ideas and they have no motivation to practice their English knowledge.

The third proble m is low participant. It means that we do not have many opportunities to talk in the classroom so we can not speak English fluently. The last problem is mother-tongue use. So, many students always use their mother-tongue to speak English because they do not know how to speak using good pronunciation and good accent. So, the teachers need to think more about the appropriate method for teaching speaking.

The students will do speaking activity in learning process. It will be had in every school. For improving students' speaking ability, the teachers can use many kinds of teaching method. One of the teaching method is Desuggestopedia. This method was applied in many foreign language teaching. Lozanov and Miller (2001: 73) in Larsen-Freeman say: "Suggestopedia is now called Desuggestopedia to reflect the

importance placed on desuggesting limitations on learning.

"According to Lozanov (1978: 2) "Suggestopedia is a developed method for understanding how human brain works and how active learning occurs. It is very interesting to use in teaching speaking for young language learners".

Lozanov (1978: 2) also claimes: "There is no sector public life where suggestology would not be useful". It means that applying this method is very appropriate and will give good achievement in their fluency and pronunciation for improving students' speaking ability. If the students have good achievement, they will be able to talk, think and share much more their ideas fluently, correctly and perfectly.

According to the problems above, the researcher would like to conduct an experiment research about " Desuggestopedia in Improving Students' Speaking Ability to Eighth Grade of SMP Islam Sejahtera Badas in Academic Year 2016/2017".

## II. METHODS

This research used quantitative approach, and the method is experimental research using one – group pretest – posttest design. This research was conducted at SMP Islam

Sejahtera Badas located in Bringin village, Badas subdistrict, Kediri regency. The population in this research is the eighth grade students. There are sixteen students consist five males and eleven females.

The data of this research is taken from the students' score. The researcher decides to use some oral tests for collecting the data. So, by the explanation above, the researcher asks the students to describe as the test of speaking.

## III. FINDING AND CONCLUSION

In pre-test, the researcher gave question of speaking test in descriptive text about describing someone based on the hair, height, face and color of skin. The researcher gave a pre-test to know the students' speaking ability before using desuggestopedia method. The test was designed in the form of interview between student and researcher.

The result of pre-test can be seen that there was 1 student who got score 20 – 30, 3 students who got score 31 – 41, 3 students who got score 42 – 52, 1 student who got score 53 – 63, 6 students who got score 64 – 74, 2 students who got score 75 – 85 and 0 student who got score 86 – 96. Low

score was gotten by 14 students. They could not reach the standard score and failed for the test.

After giving the pre-test, the researcher gave the students treatments in two meetings. The first meeting was on Tuesday, May 09th 2017 and the second meeting was on Wednesday, May 10th 2017. Every treatment took 40 minutes.

To know the effect of desuggestopedia, the researcher gave post-test to the students. In post-test, the students must describe someone based on the hair, height, face and color of skin. Based on the result of post-test, the researcher was very excited on the result. On post-test, there was 1 student who got score 53 – 63, 4 students who got score 64 – 74, 8 students who got score 75 – 85 and students who got score 86 – 96.

From the data analysis above, there were some findings that the researcher had found when desuggestopedia applied in teaching speaking. First finding was that using desuggestopedia method can give motivation so it will help their speaking in the class. Second finding was that using desuggestopedia method can make the students speak communicatively. The last finding in

this research was that using duseggestopedia was effective in teaching speaking.

Based on the statistical analysis, the researcher found the differences between pre-test and post-test. It could be seen that the mean score of post-test was higher than the mean score of post-test. To know the differences between two means was significant or not the researcher applied t-test.

The result calculation of t-test was 10.66, t-table for the level significant 5% and degree of freedom was 1.753. Based on the result above could be concluded that the result of t-test was higher than t-table. It could be said that desuggestopedia method was statistically significant to the students' speaking ability. The researcher concluded that there was significant effect of desuggestopedia method to eighth grade students' speaking ability of SMP Islam Sejahtera Badas because the students' score was increased after being taught using desuggestopedia method.

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