



**THE EFFECT OF SUGGESTOPEDIA METHOD
ON STUDENTS' SPEAKING ABILITY
AT GRADE VIII MTsN MODEL PADANGSIDIMPUAN
LOKASI UJUNG GURAP**

A THESIS

*Submitted to the State Institute For Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree of Education Scholar (S.Pd) in English*

Written By :

ANGGI LAILA DZIKRIAH

Reg. No. 13 340 0080

ENGLISH EDUCATION DEPARTEMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Assalamu'alaikumwr.wb.

After reading, studying, and giving advice for necessary revision on the thesis belongs to ANGGI LAILA DZIKRIAH, entitled "**The Effect of Suggestopedia Method on Students' Speaking Ability at Grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap**" We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikumwr.wb.

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METHOD ON STUDENTS' SPEAKING
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ABSTRACT

This research focused on the effect of suggestopedia method on students' speaking ability at grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap. The students' problems in speaking were: 1) the students were not able to speak in English class; 2) the students' vocabulary mastery was less and students felt difficult to pronounce words; 3) the students got boring and felt uninterested in speaking; 4) finally, many students were lack of motivation and attention for English speaking. The purpose of this research was to examine whether there is the significant Effect Suggestopedia Method on Students' Speaking Ability at Grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap.

The method was used in this research was experimental research. The population was the VIII grade MTsN Model Padangsidimpuan Lokasi Ujung Gurap. Total population were 3 classes. Two classes were chosen by cluster sampling. They were VIII-11 (experimental class) and VIII-12 (control class). It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To measure the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using suggestopedia method was higher than control class. Mean score of experimental class before using suggestopedi method was 62.6 and control class was 61.8. Then, mean score of experimental class after using suggestopedia method was 74.1 and control class was 65.6. Besides it, the score of t_{count} was bigger than t_{table} ($4.22 > 2.021$). It meant that the hypothesis alternative (H_a) was accepted and (H_0) was rejected. It was concluded that there was a significant Effect Suggestopedia Method on Students' Speaking Ability at Grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap.

Key words: Suggestopedia Method, Students' & Speaking Ability

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, October 2017
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is imitate connected with society through its function, which is primary that of communicating message from individual to one or more other, not could human society exist without language. Absolutely, language is systematic means of communicating ideas or feeling by the use of conventional sign, sound, gesture, or mark having understood meaning. One of the most popular languages is English.

English as the world language is to correlate between one country to another countries. Deposition English in the school curriculum, English as the foreign language in primary school, junior high school, senior high school, up to university. There are two skills in English that should be mastered. They are productive skill and receptive skill. Productive skills are listening and reading. Receptive skills are speaking and writing. Later, the skills should be taught better to master and get complete thought about English itself because each skill has general or specific function in communicating. But it can't deny that speaking is the most important one for asking information and conversely for delivering information, speaking is the direct system of communication.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹ Henry Guntur Tarigan said speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of this limitation we can say in speaking.² Speaking is important to be learned and mastered by every individual. Therefore, students must have extensive knowledge if they want to write something and there were few reasons why speaking necessary in our life.

First, speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context, with use language we can to communication to other people. When someone speaks, they interact and use the language to express the idea, feeling and thought, they also shares about the information to order through communication.

Second, speaking is to express oneself in life situations or the ability to reports acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.

¹ Kathleen M. Bailey, *Practical Language Teaching Speaking*, (Singapore: Mc Graw Hill, 2005), p.2

² Henri Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15

Finally, speaking is one of the important communication tools to be able to declare themselves as member of the people. In teaching and learning, speaking is one of the most important skills. Speaking ability is a capability of do something and making a certain response physical or mental as well as gives a clear explanation about what the people says especially of the students.

Generally, speak English is one of the subject must be learn in every school in our country. It has been taught by students from elementary school, junior high school, and also in university. It is important for students in looking for jobs as one of qualification and students can enhance one's personal life. Many students thought that speaking is difficult, because speaking happens in real time, and speaking can't be edited and revised. It will be possible to do mistakes in pronunciation or grammar. In fact, whether the students have already learned language English especially students' ability in speaking is still far from expectation. This is known from researcher' teaching experience and based on private interview with teachers in MTsN Model Padangsidempuan Lokasi Ujung Gurap. The teachers mentions some problems in students speaking they are;

First, many students were not able to speak in English class. It was because they felt shame when they were speaking, and they did not know what they will say after ordered to make a conversation in front of the class. Most students cannot explain and generate their statement and opinion. When

they were express about the certain topic in English, they cannot describe it correctly. They had difficulties to express their ideas in English.

Second, many students were lack motivation and attention about the important of speaking, students were seldom to practice speaking with their friends because students' vocabulary mastery was less in memory and students difficult how to pronounce words. Then, the students got bored and uninterested in speaking because when the process of learning teachers just used conventional method and without media. Teachers teach just opening the book, read the conversation and just listen to what teachers reads.³

To solve the problem in speaking ability, there are alternative for teaching speaking activity that available and applicable. The teacher must know about the method in teaching and learning, because method in teaching and learning can influence the motivation of the students and it is also help the teacher able to teaching the students easily. The students can get motivation to follow the teaching and learning as well as possible to increase expectation in speaking English well.

Method is one of the important in teaching to improvement students speaking ability, teaching method is an organization and application of the teaching technique, teaching material, teaching aids and supplementary materials by the teacher with the aims of achieving the teaching and learning

³ *Private Interview*, Teacher of English MTsN Model Padangsidempuan Lokasi Ujung Gurap, (Padangsidempuan, January 16th 2017)

objectives. The method in teaching and learning process is a medium transferring knowledge between the teacher and students. Then, teaching method refers to the teaching way which gives direction to the teacher how to handle learning process.

To make students able in speaking, there are some methods that can be use in teaching. There are direct method, silent way method, audio lingual method, suggestopedia method and others. From some way for teaching speaking, the researcher chose suggestopedia method to solve the problem. While, Diane Larsen Freeman stated Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how learn most effectively and the goals of teacher used suggestopedia is to accelerate the process by which students to use a foreign language for everyday communication.⁴ It is the reason for the researcher to do research.

B. Identification of the Problems

Here, the researcher identifies the problem of the research as follows:

1. The students were not able to speak in English class.
2. The students' vocabulary mastery was less and students felt difficult to pronounce words.
3. The students got boring and felt uninterested in speaking.
4. The Students were lack of motivation and attention for English speaking.

⁴ Diane Larsen, *Freeman Teaching And Principle In Language Teaching*,(New York: Oxford University Press, 2000) p.81

C. Limitation of the Research

Based on identification of the problem above, the researcher limits to the students grade VIII felt uninterested in speaking that makes them be able to speak well. Then, the researcher used suggestopedia to find the effect to students' speaking ability.

D. Formulation of the Problems

By attend the problem above, so the researcher takes the formulation of the problem to make the problem in this research clear, as bellow:

1. How is the students' ability in speaking before using suggestopedia method at grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap?
2. How is the students' ability in speaking after using suggestopedia method at grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap?
3. Is there significant effect of using suggestopedia method on students' speaking ability at grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap?

E. Objectives of the Research

Based on problem that mentioned previously, the objectives of the research are:

1. To describe the extent of the students' speaking ability before using Suggestopedia Method at grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap.

2. To describe the extent of the students' speaking ability after using Suggestopedia Method at grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap.
3. To examine whether there is or not significant effect of Suggestopedia Method on students' speaking ability at grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap.

F. Significances of the Research

This research has significances to the following areas:

1. For teacher, the result of this research will give an alternative method in teaching speaking. The result of this research will inform English language teachers in their attempts to decide which of the best method in teaching speaking.
2. For other researcher, the result of this research is hoped to help the other research who will conduct further research in the same topic. This research can give them information about teaching by using suggestopedia method. So, it makes them easier in their research.

G. Definition of the Operational Variable

There are some term that used in this research, they are:

1. Suggestopedia (Variable X)

Suggestopedia is a method to make students relaxed and fun by using music, games, and poster in learning process with the positive suggestion to create learning effectively.

2. Speaking (Variable Y)

Speaking is a process of communication which convey message from speaker to listener in which the speaker has plan the message and listener has to decide or interprets the message which contains information.

H. The Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consists of introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problem, objectives of the research, significances of the research, definition of the operational variables, and outline of the thesis.

Chapter two consists of the theoretical description, which explains about speaking, suggestopedia method, review of related finding, framework of thinking, and hypothesis.

Chapter three consists of about the methodology af research consist of : place and time of the research, research design, population and sample, the instrument of data collecting, validity of instrument, the procedures of research and technique of data analyzing.

Chapter four consists of the result of the research and data analyzing consist of description of data before using direct method, description data after using direct method, hypothesis testing, discussion and threats of the research. Then, Chapter five consists of the conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

This chapter reviewed the theories to explain concept that will support learning. The theories consist of speaking, suggestopedia method, and conventional method as the following.

1. General Concept of Speaking

a. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹ David Nunan states speaking is the productive aural/oral skill; it consists of producing systematic verbal utterances to convey meaning.² Speaking is fundamentally an instrumental act. Speakers talk in order to have some effects on their listeners.³ So, it can be concluded that speaking is process to convey meaning by orally.

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the

¹ Kathleen M. Bailey, *Practical Language Teaching Speaking*, (Singapore: Mc Graw Hill, 2005), p.2

² David Nunan, *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p.48

³ Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovenovich Inc, 1977), p. 223.

accuracy and effective.⁴ Henry Guntur Tarigan said speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of this limitation we can say in speaking.⁵ Speaking is process to express idea from our mind to oral.

Speaking ability is to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.⁶ Furthermore, speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians-may produce even more than that.

Based on the explanation above, it can be defined that speaking is a process of communication which convey message from speaker to listener in which the speaker has plan the message and listener has to decide or interprets the message which contains information.

⁴ Douglas Brown, *Language Assessment Principle and Classroom Practice*, (United States: Longman, 2004), p.140.

⁵ Henri Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15

⁶ Robert Lado, *Language Testing The Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p.240-241.

b. Types of Spoken Language

Types of spoken language generally there are two, those are interpersonal and transactional function, but before going to that part, the researcher provides types of language that adapted from Nunan in Brown.

The first is in monologues, when one speaker used spoken language for any length of times, as in speeches, news broadcast, so the listeners must process long stretches of speeches without interrupted the speaker. Monologue spoken language has two kinds more, that is planned and unplanned monologue. Planned monologue is relatively more difficult to be understood, it is like a speeches in formal forum. Whereas unplanned monologue is like make long stories in conversation.

The second is dialogue that involve two or more speakers and can be subdivided into those exchange social relationship is called interpersonal and for which the purpose is to convey propositional or factual information, we called transactional.⁷

The researcher defined that interpersonal function is making social relationship in communication, and transactional is transferring information among participants or audience.

c. Principles for designing speaking techniques

According to Clark and Clark there are five principles in speaking.

As follow:

- 1) Discourse plans. The first step for speaker is to decide what kind of discourse they are participating in.

⁷ H. Douglas Brown, *Task Based*,...p.236-237

- 2) Sentence plans. Given the discourse and their intonation to produce a sentence with the right message, speakers must select one that will do this.
- 3) Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
- 4) Articulator program. As specific words are chosen, they are formed into an “articulator programs”. It consist a representation of the actual phonetic segment, stresses, and information pattern that are able to be executed at the next step.
- 5) Articulation. The final step is to execute the contents of the articulator program. It is done by mechanism that adds sequence and timing to the articulator programs. This step result in audible sound, the speech, the speaker intended to produce.⁸

Based on the explanation above, there are five principles for designing speaking technique they are: discourse plan, sentence plan, constituent plan, articulator program and articulation, to guide students’ speaking practice the teacher should be aware and master some principles to design the speaking method.

d. Testing Speaking

According to Arthur Hughes there are five categories to measure speaking skill such as: accent, grammar, vocabulary, fluency, and comprehension.⁹

⁸Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace JovenovichInc, 1977), p. 224.

⁹ Arthur Hughes, *Testing For Language Teachers*, (USA: Cambrige University Press, 1990), p. 111

1) Accent

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.¹⁰

The accent can be identified and looks like this:

- a) Pronunciation frequently unintelligible
- b) Frequent gross errors and very heavy accents make understanding difficult.
- c) “Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.¹¹ So, it can be conclude that accent is important to measure speaking because wrong accent can make misunderstanding.

2) Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sound (phonology) and words meaning (semantic). Grammar is necessary for communication: it gives use the format of structures of language themselves. In others words,

¹⁰ Victoria Neufeldt, *Webster New World College Dictionary-3 Rd*, (New York: Simon & Schuster Inc, 1995), p. 7

¹¹ Arthur Hughes, *Testing For Languag...*p. 111

grammars tells us how to construct a sentences.¹² It means grammar is structure of language to become a good sentence.

3) Vocabulary

Vocabulary is an interrelated group of non verbal system, symbol, sign, gesture, etc. it is used for communication of expression, in particular art, skill, etc.

Vocabulary is more than a list of target language of words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.¹³ It can be concluded that vocabulary is a word by meaning used for communication.

4) Fluency

Fluency is used with the same meaning given to it by Schmidt described below, except that it is not restricted to “the planning and delivery of speech” but it also extended to the comprehension of speech.¹⁴ Fluency is speaking ability without hesitant and good accent.

¹² Victoria Neufeldt, *Webster New World...*p.287

¹³ David Nunan, *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 285.

¹⁴ I.S.P Nation, J. Newton, *Teaching ELS/ELF Listening And Speaking*, (New York: Routledge, 2009), p.151

5) Comprehension

Comprehension is the mind's act or power of understanding.¹⁵

It means understanding meaning without error anymore.

Comprehension is the capacity for understanding ideas, fact, etc. a

longer definition of comprehension will be as the act

understanding the meaning.¹⁶ It means comprehend in speaking is

understanding quite well about accent, grammar, vocabulary and

fluency.

Comprehension can be identified and looks like this:

- a) Understanding too little for the simplest types of conversation
- b) Understand only show, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
- d) Understand quite well normal educated speech directed to him or her, with considerable repetition and rephrasing.¹⁷

Actually there are some experts that explained about speaking assessment, but researcher use speaking assessment from Arthur Hughes. From explanation above that speaking assessment has five aspects that speaking assessment easier to be used and easier to be understood. Then, the teacher will be easy to determined students'

¹⁵ A. S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000), p.682.

¹⁶Victoria Neufeldt, *Webster New World.....*, p.286

¹⁷ Arthur Hughes, *Testing For Language...p. 57*

scoring and will be more effective and efficient to give score to students' speaking.

2. General Concept of Suggestopedia Method

a. Definition Suggestopedia

Suggestopedia is modern method which develops in 1970's by Bulgarian doctor, psychotherapist and educator George Levanoz. Suggestopedia is derived from suggestology, as a science that concerned with the systematic study of the non rational and or non conscious influence.¹⁸ Suggestology is method has develops a right brain instructional strategy. The idea is to relax the resistance to language acquisition that comes from the critical thinking of the left hemisphere.¹⁹ It means suggestopedia can make students optimal the left and right brain to build their concentrate, imagination in learning and recall the memorization.

Suggestopedia is teaching systems which make use of all the possibilities tender suggestion can offer. Of course, the systematic academic participation is not neglected but is always in accord with the suggestive.²⁰ Suggestopedia is the application of the study of suggestion to pedagogy, has been develop to help students eliminate

¹⁸ Earl W. Stevick, *Memory, Meaning and Method*, (USA: New Burry House, 1976), p.42

¹⁹ James J. Asher, *Learning Another Language Through Action the Complete Teachers' Guide Book*, (California: Sky Oaks Production, 1983), p.28

²⁰ George Levanoz, *Suggestopedia-Desuggesting Teaching Of Communicative Method On The Level Of The Hidden Reserves Of The Human Mind*, (New York: Gordon and Breach, 1978) p. 11

the feeling that they cannot be successful or negative association they may have toward studying and, thus, to help them overcome the barriers for learning.²¹ While, suggestopedia is a method to make students relaxed and fun by using music, games, and poster in learning process with the positive suggestion to create learning effectively.

b. The Characteristic of Suggestopedia Method

According to Richard's, some characteristics of suggestopedia are:

- 1) Decoration
The teacher should creative to decorate the classroom with different situation. It is make students more attention and attracted during learning process by put the wall-picture or poster related with the materials
- 2) Furniture
The equipment is used to help students comfortable like table, chair, lamp and whiteboard.
- 3) Arrangement of the classroom
The students can be arranging their chair of the classroom to make students not bored and interesting.
- 4) The use of music
The students are invited to relax by listen some baroque music. Music is useful to student's therapy in suggestopedia method. The classical music also aids in the creation of a positive emotional response to the program for memorization in the learning process and bring the students into the optimum mental state for effortless actuation of material.²²

²¹ Diane Larsen, *Freeman Teaching And Principle In Language Teaching*,(New York: Oxford University Press, 2000) p.73

²²Jack C Richard, Theodore S. Rodgers, *Approach And Method in Language Teaching*, (New York: Cambridge University Press, 1999) p.142

According to Bambang Setiadi some of characteristics expected from language teacher:

- 1) The teacher should love and master the subject.
- 2) The teacher should energetic, joyful, playful spirit.
- 3) The teacher should have a well-developed sense of authority.
- 4) The teacher should balanced self-esteem and esteem for other.
- 5) The teacher should have well-developed feeling for music, especially classical
- 6) The teacher should have the flexible communication: ability to respond and incorporate.²³

From the explanation, the researcher defined that suggestopedia has many characteristics, according to Richard and Bambang Setiadi it can be conclude that characteristic of suggestopedia is make class enjoy full and become a nice teacher.

c. Principle of Suggestopedia Method

According to Diane Larsen Freeman, she stated there are eight principles of suggestopedia method. The principles as follow:

- 1) The goals of teacher who use suggestopedia
Teachers hope to accelerate process by which student learn to used foreign language for every day communication.
- 2) The role of teacher and the role of student
The teacher is the authority in the classroom. In other for the method to be successful, the students must trust and respect her. Once the students trust the teacher, they can feel more secure.
- 3) The nature of students-teacher interaction and the nature students-students interaction.
The teacher initiates interactions with the whole group of students and with individual right from beginning of a language course. Initially, the student can only respond

²³Bambang Setiadi, *Teaching English...* p.114

nonverbally or with a few target language words they have practice.

- 4) Language viewed and culture viewed
Language is the first of two planes in the two-plane process of communication. In the second plan are the factors with influence the linguistic message.
- 5) Area of language are emphasize and language skill are emphasize
Vocabulary is emphasized. Claims about the success of the method often focus on the large number of words that can be acquired. Grammar is dealt with explicitly but minimally. Speaking communicatively is emphasized. Students also read in the target language (for example dialogue) and write.
- 6) The role of student native language
Native language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in the class when necessary. As the course proceeds, the teacher uses the native language less and less.
- 7) Evaluation accomplished
Evaluation usually is conducted on students' normal in the class performance and not thought formal test, which would threaten relaxed atmosphere considered essential for accelerated learning.
- 8) Teachers respond to the students errors.
Errors are corrected gently; Errors are corrected gently, with the teacher use soft voice.²⁴

Based on explanation above there are principles of suggestopedia method. The principles can make the process of learning more active.

d. Procedural Suggestopedia in the Classroom

Georgi Lozanov states that learning is a matter of attitude, not aptitude. Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, colour, music, etc.), a positive

²⁴ Diane Larsen, Freeman, *Teaching and Principle*,...p.83

expectation of success and the use of a varied range of methods: dramatised texts, music, active participation in songs and games, etc.

Suggestopedia uses four main stages as follows:

1) Presentation

It is a preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. Physical exercises, mostly muscle tensing and relaxing, mind calming with music are done. Students are relaxed and immerse themselves in soft classical music while they visualize themselves first in a safe, calm place away from the classroom, then see themselves learning lesson material quickly and easily. After three or four minutes of this activity, the students return to their usual attentive state of awareness.

2) First Concert - "Active Concert"

The instructional setting will be look like a living room, using a central roundtable and ordinary arm chairs surrounding the table. The classroom is bright and colorful. There are several posters on the wall. Some of them contain grammatical and vocabulary information. The teacher is lively, dynamic, confident, yet sensitive. All learners choose a new name and nationality, after which they are given a fictional autobiography. By means of song, imitation, and play, the learners are enabled to introduce themselves to each other and assume their new roles.

3) Second Concert - "Passive Concert"

In this step, a state of relax is created. The students put down the script, close their eyes. The students are now invited to relax and listen to some Baroque music, with the text being read by the teacher very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material. Suggestopedia uses baroque music pieces in the second or "passive" concert session; it never uses a "slow baroque" or a music piece written as "adagio". It is simply because Suggestopedia does not want students to fall asleep in the concert session. Rather, it uses faster and live lie pieces to stimulate a whole brain. At the end of this passive concert, the students leave the classroom silently

4) Practice

In this stage, the students finish off what they have learned with dramas, songs, games, puzzles, etc. to review and consolidate the learning. The students sing classical songs and play games, etc. while “the teacher acts more like a consultant.” The students spontaneously speak and interact in the target language without interruption or correction.²⁵

Based on description of procedure from the expert, researcher take the procedure of suggestopedia in teaching speaking according to George Levanoz that step are presentation, first concert (active concert), second concert (passive concert), practice.

e. Advantages and Disadvantages of Suggestopedia Method

There are some advantages and in utilizing suggestopedia:

- 1) A comprehensible input based on desuggestion and suggestion principle. By using this suggestopedia method, students can lower their un confidence. Suggestopedia classes, in addition, are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed.
- 2) Authority concept. Students remember best and are most influenced by information coming from an authoritative source, teachers.
- 3) Peripheral learning. Suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence.²⁶

The main disadvantages of suggestopedia are as follow:

- 1) Environment limitation. Most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the

²⁵ Jeff, A Critical Review of Suggestopedia accessed from <http://jeffstar.blog.sohu.com/43920795.html>, retrieved 18 Mei 2017

²⁶ Nova Eka Sari, Advantage and Disadvantages of Suggestopedia Method, accessed from <http://.wordpress.com/2011/06/12/a-teaching-method-suggestopedia>, retrieved 15 November 2016

number of students in the class. There should be 12 students in the class.

- 2) Infantilization learning. Suggestopedia class is conditioned by child-like situation. There are some students who do not like to be treated like this as they think that they are mature.²⁷

From the explanation above it is known that every technique used in teaching learning has the advantages and disadvantages. Especially in suggestopedia method also has advantages and disadvantages. So, the teacher must know the advantages and disadvantages of the method when they apply the suggestopedia method.

3. General Concept of Conventional Method

a. Definition of Conventional Method

Conventional methods are thought to be traditional methods. However, they can be found in a daily teaching practice and other new methods originated from them.²⁸ Conventional method is habitual teaching method used by teacher in classroom. The process of teaching is traditional and can make the students boring.

b. Classification of Conventional Method

Conventional method has many teaching methods that we can use in teaching and learning process. Conventional method can be divided into some methods such as: lecturer, project, discussion, problem

²⁷ *Ibid*

²⁸ Karolina Lesiak, Teaching English to Adolescent, accessed from <http://www.worldscientificnews.com/wp-content/upload/2015/06/WSN-7-2015-246-260.pdf>, retrieved 8 Mei 2017

solving, homework, demonstrations and so on.²⁹ From that method, there is the method that is often used by the teacher, such as lecturer method.

1. Definition of Lecturer Method

Lecturer method is a method used by explanation orally to the students.³⁰ Lecturer method is one of good conventional method for teaching, because lecturer method is a simple method to teach students in class.

2. Procedure of Lecturer Method

There are some steps in teaching by using lecturer method as follow:

a. Introduction

- 1) Interspersed with humor
- 2) An interesting story or picture
- 3) Give problems
- 4) Asking oral questions
- 5) Inform the outline of the material
- 6) Associate the topic with the life of students
- 7) Explores students' curiosity
- 8) Inform the goals to be achieved

²⁹Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: PT, Asdi Maharsya, 2006)

³⁰Daryanto, *Strategi dan Tahapan Mengajar*, (Bandung: CV YramaWidya, 2013) p.2

- b. The material to be conveyed should be in accordance with the outline of the material that has been prepared by noting the following
- 1) Clarity of language
 - 2) Systematic
 - 3) Attention to the participants
 - 4) Using illustration or visualization examples
 - 5) Emphasis is important
 - 6) Goal-oriented
 - 7) Created a pleasant atmosphere
 - 8) Providing feedback³¹

In lecturer method at the end of the learning should be closed with a summary of the subject matter in other the subject matter that has been understood with the students does not forget again.

B. Review of Related Findings

There are some related findings in this research: First, is Tri Anggono Sulistiono. The conclusion of the research that there were significant differentiates between teaching speaking by using suggestopedia method and without suggestopedia method. Teaching speaking by using suggestopedia method was effective. It can be seen from the mean score of experimental class in pre test was 59.37 and mean score in post test was 74.00. Then the

³¹ *Ibid*

result of t_0 was bigger than t_t $3.63 > 2.0$. It means that the alternative hypothesis (H_a) is accepted and hypothesis (H_0) is rejected.³²

Second, is Wahyu Erwanto. Wahyu Erwanto concluded that by used suggestopedia method can improve the students' speaking ability. It can be seen from the first cycle and the second cycle. The first cycle the students got 69.37 and the second cycle he got 82.62. Then, the hypothesis was accepted.³³

Finally is Tami Asriani. Tami Asriani conclude that there was significant effect by using suggestopedia method on students reading comprehension in narrative text at third grade students of MTsN II Pamulang. It can be seen from mean score in pre test was 67.48 and mean score in post test was 78.25. Then the result of t_0 was bigger than t_t $2.07 > 1.68$. It means that the alternative hypothesis (H_a) is accepted and hypothesis (H_0) is rejected.³⁴

Those are three related findings which focus on students' problem and to solve the problem the researcher previously use suggestopedia as a method. Based on explanation above the researcher makes the conclusion that

³²Tri Anggono Sulistiono "The Effectiveness of Using Suggestopedia Method in Teaching Speaking at Grade X of SMA Negeri 1 Kayen, (Semarang: UNNES, 2011), accessed from <http://lib.unnes.ac.id/959/1/6991.pdf> retrieved Mei 18th, 2017

³³Wahyu Erwanto, Improving the Speaking Ability of the Seventh Grade Students of MTsN 01 Kudus Taught by Using Suggestopedia Method in Academic Year 2013/2014, (Kudus: Universitas Muria Kudus 2014) accessed from, http://eprints.umk.ac.id.3606/1/Hal_judul.pdf retrieved Mei 18th, 2017

³⁴ Tami Asriani, The Effectiveness by Using Suggestopedia Method on Students Reading Comprehension in Narrative Text (A Quasi Experimental Study at Third Grade Students of MTsN II Pamulang, (Jakarta: UIN Syarif Hidayatullah, 2015), accessed from, <http://repository.uinjkt.ac.id/space/bitstream/123456789/29606/3/TAMI%20Asriani-ftik.pdf> retrieved Mei 18th 2017

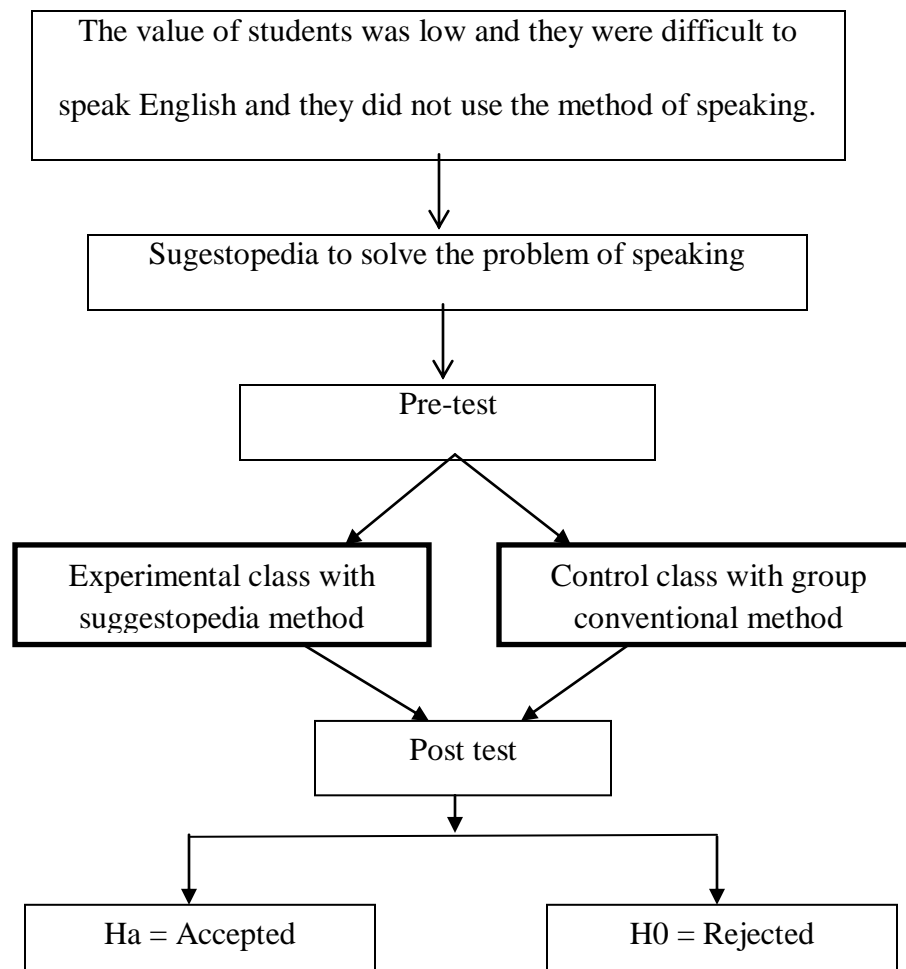
suggestopedia method can help the students to speaking and to increase speaking ability.

C. Conceptual Framework

Actually, to be a good speaker or speak naturally depends on many factors. One of factor is how the teachers to teaches the students, especially in teaching speaking. The suitable method is very important to teach speaking. Speaking naturally or good speaker is how far or how good someone can speak English well. Speak English well is where someone can speak without think so long to say what in our mind, although is not like native speakers, and it is hoped.

Suggestopedia method is method to increase speaking ability. This method has effect in English especially in speaking. The method has one relation on students speaking ability can be seen as follow:

The effect of using suggestopedia toward teaching speaking can be seen as picture follow:



D. Hypothesis

Hypothesis is researcher guessing of the situation of participants. It is not permanent but to tentative supposition. According to L.R Gays “a hypothesis is a tentative prediction, result of the research finding”³⁵. So the hypothesis can be accepted can be not. The hypothesis is accepted if the result of the research appropriate with hypothesis. The hypothesis is rejected if

³⁵ L.R. Gay and Peter Airaisan, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p.71

result of the hypothesis is not appropriate with the hypothesis. Based on the explanation above, the hypothesis of the problem can be made alternative and null hypothesis. So, the hypothesis of this research can be formulated as follow:

1. There was the significant effect by using suggestopedia method on students speaking ability at grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap. (H_a). $\mu_1 > \mu_2$
2. There was no significant effect by using suggestopedia method on students speaking ability at grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap. (H_0). $\mu_1 = \mu_2$

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at MTsN Model Padangsidempuan Lokasi Ujung Gurap, it is located Jl. Besar Abdul Haris Nasution Ujung Gurap Kec. Batunadua. The schedule of this research is from October 2016 up to October 2017.

B. Research Design

The researcher has been done divided become two classes, experimental class and control class. The experimental class is received the treatment by suggestopedia method, while the control class is the class that received the treatment by conventional teaching. The researcher design as the following:

Table 1
Research Design

Group		Treatment	
A. Experimental class	Pre-test	Teaching by using suggestopedia method	Post-test
B. Control class	Pre test	Teaching by using conventional method (lecturer method)	Post-test

In this research, the researcher gave the pre-test before gave the treatment and gave the post-test after gave the treatment to experimental class and control class. It can be seen from the following table:

Table 2
Experimental and Control Class

Class	Pre-test	Suggestopedia	Post-test
Experimental class	√	√	√
Control class	√	×	√

C. Population and Sample

1. Population

The population of the research is grade VIII of MTsN Model Lokasi Ujung Gurap consisted of 3 classes with 77 students. It can be seen from the table follow:

Table 3
The Population of the Grade VIII Students' MTsN Model Lokasi Ujung Gurap

No	Class	Total
1	VIII- ¹¹	27
2	VIII- ¹²	24
3	VIII - ¹³	26
	Total	77 Students

2. Sample

The researcher chose two classes as a sample. They are divided into experiment class and control class. The researcher used cluster sampling to take the sample. So the researcher took two classes as a sample of the research they were; VIII-11 which consist of 27 students and VIII-12 which consists of 24 students. The total of the sample were 51 students. To determine appropriate sample, it was tested by using normality and homogeneity test, as follow:

a. Normality test

In normality test, the data can be tested with Chi-quadrante:¹

$$x^2 = \sum \left(\frac{f_0 - f_b}{f_h} \right)^2$$

Where:

x^2 = Chi-quadrante

f_0 = Frequency is gotten from the sample is image/result of observation (questioner)

¹Mardalis, *Metode Penelitian: suatupendekatan proposal* (Jakarta: Bumi Aksara, 2003), p.85

f_h = frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate result of Chi-quadrade, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 1 ($dk = k-1$). If result $x^2_{count} < x^2_{table}$, it can be concluded that data is distributed normal.

Based on the calculation of normality test in pre-test, the researcher found that there were three classes that classified normal. They were; VIII-11 with degree of freedom (dk) = 6 - 1 = 5 (1.56<11.070), VIII-12 with degree of freedom (dk) = 6 - 1= 5 (-0.22<11.070), VIII-13 with degree of freedom (dk) = 6 - 1 = 5 (0.08<11.070).

b. Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher use formula as follow:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Homogeneity is accepted if $F_{(count)} \leq F_{(table)}$

Homogeneity is rejected if $F_{(count)} \geq F_{(table)}$

Homogeneity is rejected if $F \leq F_{\frac{1}{2}a(n_1-1)} (1= n_2-1)$, while if $F_{count} > F_{table}$ homogeneity is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk detominator is (n_2-1) .

Based on the explanation above, the researcher had given pre test to know the weather the samples are homogenous and normal or not. After calculating the data, the researcher had found that the three classes were homogenous and normal (VIII-11, VIII-12 and VIII 13), (see appendix 6). So, the researcher chose two classes as the sample by cluster sample. They were VIII-11 and VIII 12 class. In this research, the researcher chose VIII-11 as experimental class, it consisted of 27 students. Then the researcher chose VIII 12 as control class it consisted of 24 students. So, total the sample of the research were 51 students. It can be seen from the table below:

Table 4
Sample of the research

Sample	Class	Total
Experimental class	VIII-11	27
Control class	VIII-12	24
Total		51

D. Instrument of Collecting Data

In this research, the researcher used achievement test. In assessing of speaking there are five aspects. There are accent, grammar, vocabulary, fluency, comprehend. The function of the test is to measure students in speaking. In arranging the test researcher used the indicator speaking had been validated from Heni Fitriani Hasibuan's script. The indicator of speaking as follow:

Table 5
The indicators of speaking

1.	Accent	Point
	a. Pronunciation frequently unintelligible	1
	b. Frequent gross errors and very heavy accents make understanding difficult.	2
	c. "Foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
	d. Marked "foreign accent" and occasional mispronunciation, which do not interfere with understanding.	4
	e. No conspicuous mispronunciation, but would not be taken for a native speakers.	5
2	Grammar	
	a. Grammar almost entirely inaccurate phrases	1
	b. Constant error showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	2

	c. Frequent errors showing imperfect control of some pattern but not weakness that causes misunderstanding.	3
	d. Occasional errors showing imperfect control of some pattern but not weakness that causes misunderstanding.	4
	e. Few errors, with no pattern of failure.	5
3	Vocabulary	
	a. Vocabulary inadequate for even the simplest conversation.	1
	b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).	2
	c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic.	3
	d. Provisional vocabulary adequate to discuss special interest: general vocabulary permits discussion on any non-technical subject with some circumlocution.	4
	e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations	5
4	Fluency	
	a. Speech is no halting and fragmentary that conversation is virtually impossible.	1
	b. Speech is very slow and uneven except for short or routine sentences.	2
	c. Speech is frequently hesitant, with some unevenness caused by rephrasing and grouping for words.	3

	d. Speech is occasional hesitant, with some unevenness caused by rephrasing and grouping of words.	4
	e. Speech is effortless and smooth, but perceptible non native in speech and evenness.	5
5	Comprehension	
	a. Understanding too little for the simplest types of conversation.	1
	b. Understand only show, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.	2
	c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.	3
	d. Understand quite well normal educated speech directed to him or her, with considerable repetition and rephrasing.	4
	e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	5
	Total x 4	100

E. Validity of Instrument

In this research, researcher used essay test to test students' speaking ability. To make the test became valid so the researcher applied construct validity.

F. The Procedures of Collecting Data

To collect the data, the researcher needs used the test to collect it.

There are some steps to collect the data as:

1. Pre-test

In pre test, the researcher gave the test to whole students before doing the treatment. In this case, the researcher did not apply method or using treatment to experimental and control class. It was done to know the homogeneity of the sample. The pre test was used to find out means score of control class and experimental class before giving the treatment too.

The steps in pre test are below:

- a. The researcher prepared an instruction of essay test.
- b. The researcher distributed the test to be answer by the students
- c. The researcher explained what would be done by the students
- d. The researcher asked the students choose one of title that would be conversation
- e. The researcher asked the students to make the conversation
- f. Giving the time
- g. The students do the conversation in front of the class
- h. The researcher record the conversation
- i. The researcher calculated the mean score of students' test result

2. Treatment

In treatment, the researcher chose class VIII-11 used suggestopedia method as experiment class. The procedures in treatment are below:

- a. Presentation
 - 1) Teacher asked students to relax
 - 2) Teacher gave motivation to students
- b. First Concert “ Active concert”
 - 1) Teacher asked students sit around table
 - 2) Teacher asked students speak English in classroom
 - 3) Teacher explained learning material and gave the students paper about the material
 - 4) Teacher gave example expression giving and responding congratulation to students and asked students to follow about teacher said.
 - 5) Teacher gave more example by used laptop and speaker
- c. Second Concert “Passive concert”
 - 1) Teacher asked students to relax
 - 2) Teacher asked students to close their eyes for memorize the subject matter follow with the harmonize music
- d. Practice
 - 1) Teacher asked students to make a group to make a conversation and practice in front of the class.

2) Students respond the teacher said.

3. Post test

After giving treatment, researcher gave post test to control class and experimental class. The post was become as be final test in the research. After getting the post test, the researcher analyzed the data and find out the effect of suggestopedia method in experimental class to students' speaking ability. The steps in post test are below:

- a. The researcher preparedan instruction of essay test.
- b. After giving the treatment, the researcher distributed the test to be answered by the students
- c. The researcher explained what would be done by students
- d. The researcher asked the students make a group of role play and choose one of title.
- e. Give time
- f. The students do the role play in front of the class
- g. The researcher record the conversation
- h. The researcher calculated the mean score of students' test result

G. Technique of Data Analyzing

1. Requirement Test

- a. Normality test

To know the normality, the researcher used *Chi-Quadrate* formula. The formula is as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi-Quadrate, it used significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 1 (dk= k-1). If result $x^2_{count} < x^2_{table}$. So, it could be concluded that data was distributed normal.

b. Homogeneity Test

To find the homogeneity, the researcher used Harley test. The formula is as follow:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha (n_1-1)} (1= n_2-1)$, while if

$$F_{count} > F_{table}$$

Hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk denominator is (n_2-1) .

c. Hypothesis Test

$$T_1 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T : The value which the statistical significance.

M_1 : The average score of the experimental class.

M_2 : The average score of control class.

X_1^2 : Deviation of experimental class.

X_2^2 : Deviation of control class.

n_1 : Number of experimental.

n_2 : Number of control.

It means that:

$$H_a : \mu_1 \neq \mu_2$$

$$H_o : \mu_1 = \mu_2$$

If $H_a : \mu_1 > \mu_2$, it was mean that result of students' speaking ability by using suggestopedia method at grade VIII MTsN Model Lokasi Ujung Gurap was significant effect. But, if the H_o : it was meaning the result of students' speaking ability by using suggestopedia method at grade VIII MTsN Model Lokasi Ujung Gurap was no

significant effect. To test the hypothesis, researcher used the formula as follow:

$$t = \frac{\bar{x}^1 - \bar{x}^2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

\bar{x}_1 = Mean of experimental class sample

\bar{x}_2 = Mean of control class sample

n_1 = Total of experimental class

n_2 = Total of control class sample²

The formula of standard deviation was:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

s = Variant

s_1^2 = Variant of experimental class

s_2^2 = Variant of control class³

To test criteria of hypothesis, if H_0 is accepted by $t_{table} < t_{count}$.

By opportunity $\left(1 - \frac{1}{2}\alpha\right)$ and $dk = (n_1 + n_2 - 2)$ and H_0 was rejected

if there was t_{count} has the other results.

² Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.

³ *Ibid*, p. 239

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in early chapter, in order to examine the effect of suggestopedia method toward students' speaking ability, the researcher collected the data by using speaking test. Sample of the research were VIII-11 and VIII-12 class. VIII-11 as experimental class and VIII-12 as control class. Then, the test divided into two aspect, they were pre test and post test. Pre test was done before giving treatment and post test was done after giving the treatment. The researcher applied the quantitative analyzed by using formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Data Description

1. Data Description of Pre-Test

a. The Score of Pre-test for Experimental Class (using suggestopedia)

In pre-test for experimental class, the researcher calculated the result that had been gotten by the students in conversation. The researcher could give the students score based on their performance. The score of pre-test for experimental class can be seen in the following table:

Table 6
The Score of Pre-test Experimental Class

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Wani Pinta Sari	2	3	2	2	2	44
2	Abdul Khoir	3	3	2	2	2	48
3	Iwan Syahdani	3	3	2	2	2	48
4	Nur Ainun	3	3	3	2	2	52
5	Muhammad Zafar	3	3	3	2	2	52
6	Hasrun Rois	3	3	2	3	2	52
7	Eva Mora	3	3	2	3	2	52
8	Febriana Ryzki	3	3	3	2	3	56
9	Hapsari Indah	3	4	2	3	2	56
10	Hotmartua	3	4	2	3	2	56
11	Melisa Arianti	3	3	3	3	2	56
12	Nanda Sari	3	3	3	3	2	56
13	Rahmad Fauzi	3	4	2	3	3	60
14	Abdul Ali	3	3	3	3	3	60
15	Husein Fahmi	3	3	3	3	3	60
16	Syahreni Siregar	4	2	3	3	3	60
17	Anita Yusni	3	3	4	3	2	60
18	Laila Safitri	3	3	3	3	3	60
19	Rahmadani	4	3	3	3	3	64
20	Sakinah Mawaddah	3	3	4	3	3	64
21	Winda Sari	3	4	4	3	3	68
22	Masyitoh	3	4	4	3	3	68
23	Muhammad Fadli	4	4	4	3	3	72
24	Riszani Ayumi	4	4	4	3	3	72
25	Rosanna Dewita	4	4	3	4	3	72
26	Fatimah Azzahra	4	4	4	4	3	76
27	Maisaroh Rahmadhani	4	4	4	4	3	76
Total							1620
Highest score							76
Lowest score							44
Mean							62.6
Median							59.7

Modus	60
Range	32
Interval	5
Standard deviation	8.6
Variants	76.30

Based on the table above the total score of experiment class in pre-test was 1620, mean was 62.1, standard deviation was 8.6, variant was 76.30, median was 59.7, range was 32, modus was 60, interval was 5. The researcher got the highest score was 76 and the lowest score was 44. Then, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

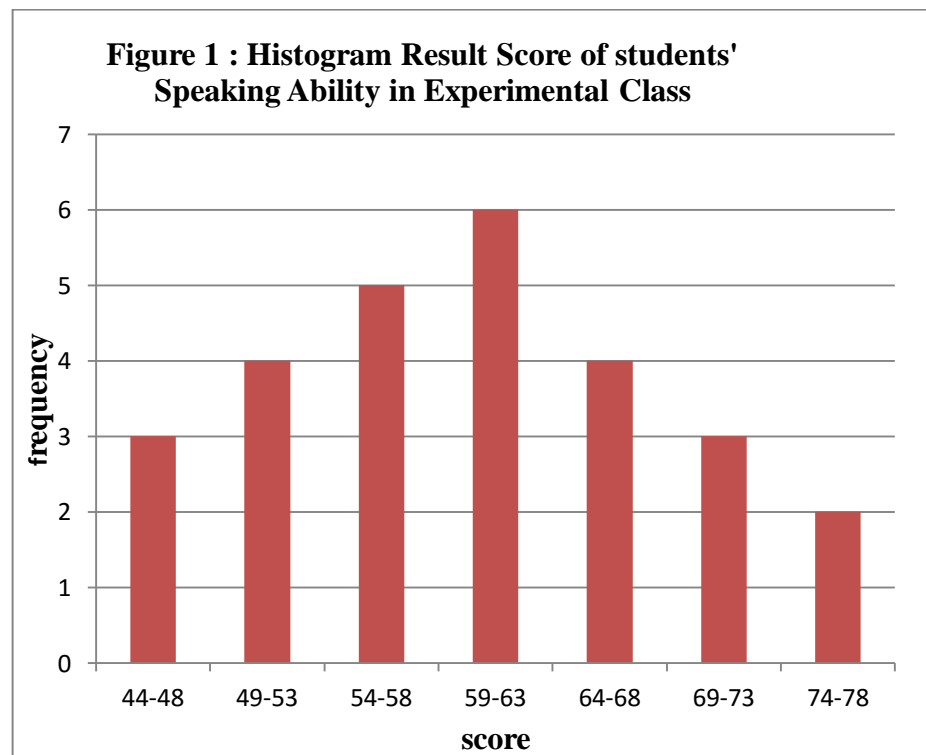
Table 7
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	44 – 48	46	3	11.11%
2	49 – 53	51	4	14.81%
3	54 – 58	56	5	18.51%
4	59 – 63	61	6	22.22%
5	64 – 68	66	4	14.81%
6	69 – 73	71	3	11.11%
7	74 – 78	76	2	7.40 %
<i>i = 5</i>		-	27	100%

Based on the table above the computed of the frequency distribution of the students' score of experiment class, the students' score for class interval about 44 – 48 was 3 students (11.11%), class interval about 49 –

53 was 4 students (14.81 %), class interval about 54 – 58 was 5 students (18.51 %), class interval about 59 – 63 was 6 students (22.22%), class interval about 64– 68 was 4 students (14.81%), class interval about 69 – 73 was 3students (11.11 %), and the last for class interval about 74 – 78 was 2 students (7.40%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From above the histogram, the students' score about 44-48 was 3 students, the students' score about 49-53 was 4 students, the students' score about 54-58 was 5 students, the students' score about 59-63 was 6 students, the students' score about 64-68 was 4 students, the students' score about 69-73 was 3 students, and the students' score about 74-78 was 2 students.

score about 69-73 was 3 students, and the last students' score about 74-78 was 2 students.

b. The Score of Pre-Test for Control Class

In pre-test for control class, the researcher calculated the result that had been gotten by the students in conversation. The researcher could give the students score based on their performance. The score of pre-test for control class can be seen in the following table:

Table 8
The Score of Pre Test Control Class

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Hari Hamonagan	2	3	2	2	2	44
2	Riswan Syaputra	2	3	3	2	2	48
3	Zulkifli	3	3	3	2	2	52
4	Sori Azhari	3	3	3	2	2	52
5	Doni Asmara	3	3	3	2	2	52
6	Siti Kholijah	3	3	3	2	3	56
7	Ilham Rahmadhani	3	3	3	2	3	56
8	Anwar Siddiq	3	3	2	3	3	56
9	Anwar Siddiq	3	3	2	3	3	56
10	Juhriani	3	2	3	3	3	56
11	Siti Salbiah	3	3	3	3	3	60
12	Amir Mahmud	2	4	4	3	2	60
13	Rukiah	2	4	4	3	2	60
14	Syahreni	3	4	3	3	2	60
15	Aziz Ahmad	3	3	3	3	3	60
16	Indah Lestari	3	3	3	3	3	60
17	Robiah Anna Sari	3	4		3	3	64
18	Rifki Al Fatah	3	4	3	3	3	64
19	Intan Purnama Sari	4	3	3	3	3	64

20	Nur Aida	4	4	3	3	3	68
21	Rizki Hamdani	4	4	4	3	3	72
22	Afwan Lutfi	4	4	4	3	3	72
23	Mardiana Tasya	4	4	4	3	3	72
24	Siti Nurhajjah	4	4	4	4	3	76
Total							1440
Highest score							76
Lowest score							44
Mean							61.8
Median							60
Modus							60
Range							32
Interval							5
Standard deviation							8
Variant							64

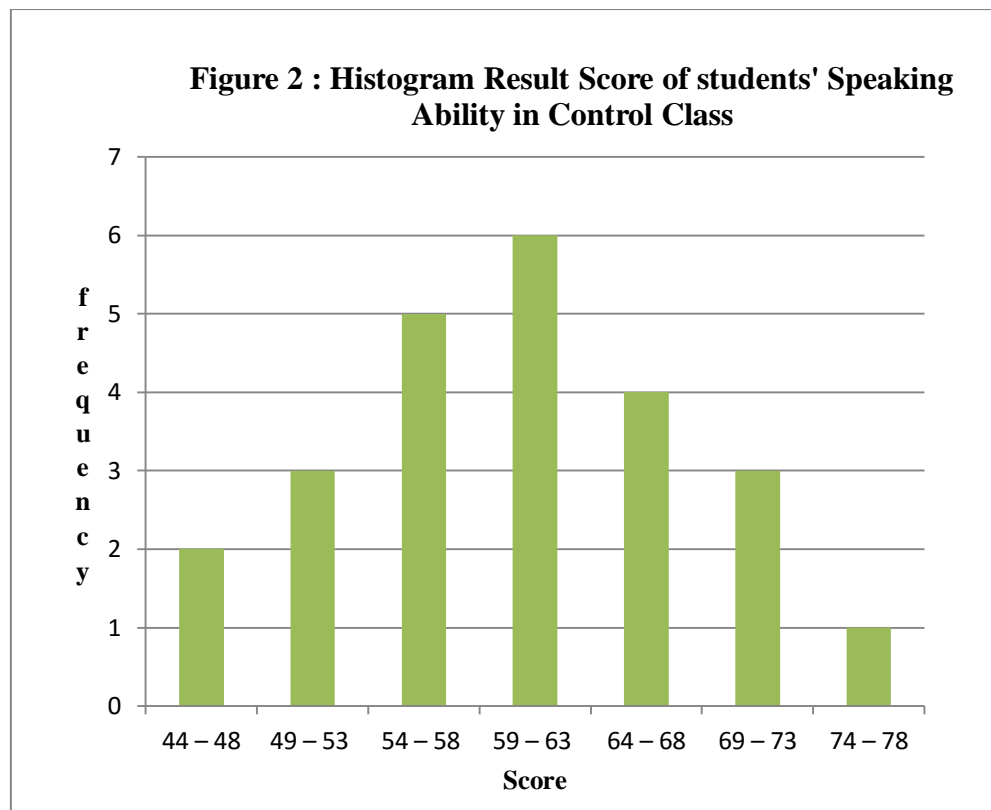
Based on the table above, the total score of control class in pre-test was 1440, mean was 61.8, standard deviation was 8, variant was 64, median was 60, range was 32, modus was 60, interval was 5. The researcher got the highest score was 76 and the lowest score was 44. It can be seen on appendix 5. Then, the computed of the frequency distribution of the students' score of control class as follow:

Table 9
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	44 – 48	46	2	8.33%
2	49 – 53	51	3	12.5%
3	54 – 58	66	5	20.83%
4	59 – 63	61	6	25%
5	64 – 68	66	4	16.66%
6	69 – 73	71	3	12.5%
7	74 – 78	76	1	4.16%
$i = 5$			24	100%

Based on the table above, the students' score for class interval about 44 – 48 was 2 students (8.33%), class interval about 49 – 53 was 3 students (12.5 %), class interval about 54 – 58 was 5 students (20.83%), class interval about 59 – 63 was 6 students (25%), class interval about 64– 68 was 4students (16.66%), class interval about 69 – 73 was 3 students (12.5%), and class interval about 74 – 78 was 1 students (4.16%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From above the histogram, the students' score about 44 - 48 was 2 students, the students' score about 49 - 53 was 3 students, the students' score about 54 - 58 was 5 students, the students' score about 59 - 63 was 6 students, the students' score about 64 - 68 was 4 students, and the students' score about 69 - 73 was 3 students, and the students score about 74 - 78 was 1 student.

2. Data Description After of Post-Test

a. The Score of Post-test for Experimental Class (using suggestopedia)

In post test for experimental class, the researcher calculated the result that had been gotten by the students in conversation. The researcher could give the students score based on their performance. The score of post-test for experimental class can be seen in the following table:

Table 10
The Score of Post Test Experimental Class

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Wani Pinta Sari	3	3	3	2	3	56
2	Abdul Khoir	3	3	3	3	3	60
3	Iwan Syahdani	3	4	3	3	3	64
4	Nur Ainun	3	4	3	3	3	64
5	Myhammad Zafar	3	4	3	3	3	64
6	Hasrun Rois	3	3	4	3	3	64
7	Eva Mora	3	3	4	3	3	68
8	Febriana Ryzki	3	4	4	3	3	68
9	Hapsari Indah	3	4	4	3	3	68
10	Hotmartua	3	4	4	3	3	68

11	Melisa Arianti	4	4	3	3	3	68
12	Nanda Sari	4	4	4	3	3	72
13	Rahmad Fauzi	4	4	4	3	3	72
14	Abdul Ali	4	4	4	3	3	72
15	Husein Fahmi	4	3	4	4	3	72
16	Syahreni Siregar	4	3	4	4	3	72
17	Anita Yusni	3	4	4	4	3	72
18	Laila Safitri	3	4	4	4	3	72
19	Rahmadani	4	4	4	4	3	76
20	Sakinah Mawaddah	4	4	4	4	3	76
21	Winda Sari	4	4	4	4	3	76
22	Masyitoh	4	4	5	4	4	80
23	Muhammad Fadli	4	4	5	4	4	80
24	Riszani Ayumi	4	5	5	4	4	84
25	Rosanna Dewita	4	5	5	4	4	84
26	Fatimah Azzahra	4	5	5	4	4	84
27	Maisaroh Rahmadhani	4	5	5	4	4	84
Total							1940
Highest score							84
Lowest score							56
Mean							74.1
Median							72.2
Modus							73
Range							28
Interval							5
Standard deviation							7.35
Variants							57.20

Based on the table above, the total score of experiment class in post-test was 1940, mean was 74.1, standard deviation was 7.35, variant was 57.20, median was 72.2, range was 28, modus was 73, interval was 5. The researcher got the highest score was 84 and the lowest score was 56. It

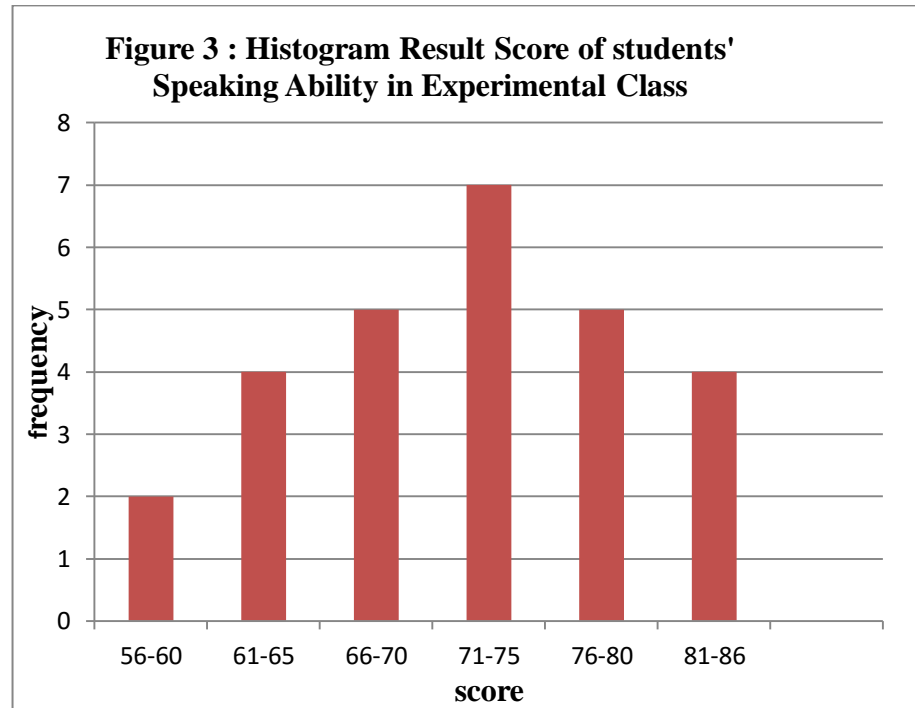
can be seen on appendix 6. Then, the computed of the frequency distribution of the students' score of experiment as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	56 – 60	58	2	7.40%
2	61 – 65	63	4	14.81%
3	66 – 70	68	5	18.51%
4	71 – 75	73	7	25.92%
5	76 – 80	78	5	18.51
6	81 – 85	83	4	14.81
<i>i = 5</i>		-	27	100%

Based on the table above the students' score for class interval about 56 – 60 was 2 students (7.40%), class interval about 61 – 65 was 4 students (14.81 %), class interval about 66 – 70 was 5 students (18.51%), class interval about 71 – 75 was 7 students (25.92%), class interval about 76– 80 was 5 students (18.51%), class interval about 81 – 85 was 4 students (14.81 %).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From above the histogram, the students' score about 56 - 60 was 2 students, the students' score about 61- 65 was 4 students, the students' score about 66 -70 was 5 students, the students' score about 71-75 was 7 students, the students' score about 76 – 80 was 5 students and the students' score about 81-85 was 4 students.

b. The Score of Post-Test for Control Class

In post test for control class, the researcher calculated the result that had been gotten by the students in conversation. The researcher could give the students score based on their performance. The score of post-test for control class can be seen in the following table:

Table12
The Score of Post Test Control Class

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Hari Hamonagan	2	3	3	2	2	48
2	Riswan Syaputra	2	3	3	2	2	48
3	Zulkifli	3	3	2	3	3	56
4	Sori Azhari	3	3	2	3	3	56
5	Doni Asmara	3	2	3	3	3	56
6	Siti Kholijah	3	3	3	3	3	60
7	Ilham Rahmadhani	3	3	3	3	3	60
8	Anwar Siddiq	3	3	3	3	3	60
9	Nisma Fitria Yulia	3	3	3	3	3	60
10	Juhriani	3	3	3	3	3	60
11	Siti Salbiah	3	4	3	3	3	64
12	Amir Mahmud	3	4	3	3	3	64
13	Rukiah	3	3	4	3	3	64
14	Syahreni	3	3	4	3	3	64
15	Aziz Ahmad	3	3	4	3	3	64
16	Indah Lestari	4	3	3	3	3	64
17	Robiah Anna Sari	4	3	3	3	3	64
18	Rifki Al Fatah	4	4	3	3	3	68
19	Intan Purnama Sari	4	4	3	3	3	68
20	Nur Aida	4	4	4	3	3	72
21	Rizki Hamdani	4	4	4	3	3	72
22	Afwan Lutfi	4	4	4	3	4	76
23	Mardiana Tasya	4	4	4	4	3	76
24	Siti Nurhajjah	4	4	4	4	3	76
Total							1520
Highest score							76
Lowest score							48
Mean							65.6
Median							65
Modus							65.5
Range							28
Interval							5

Standard deviation	7.1
Variants	59.36

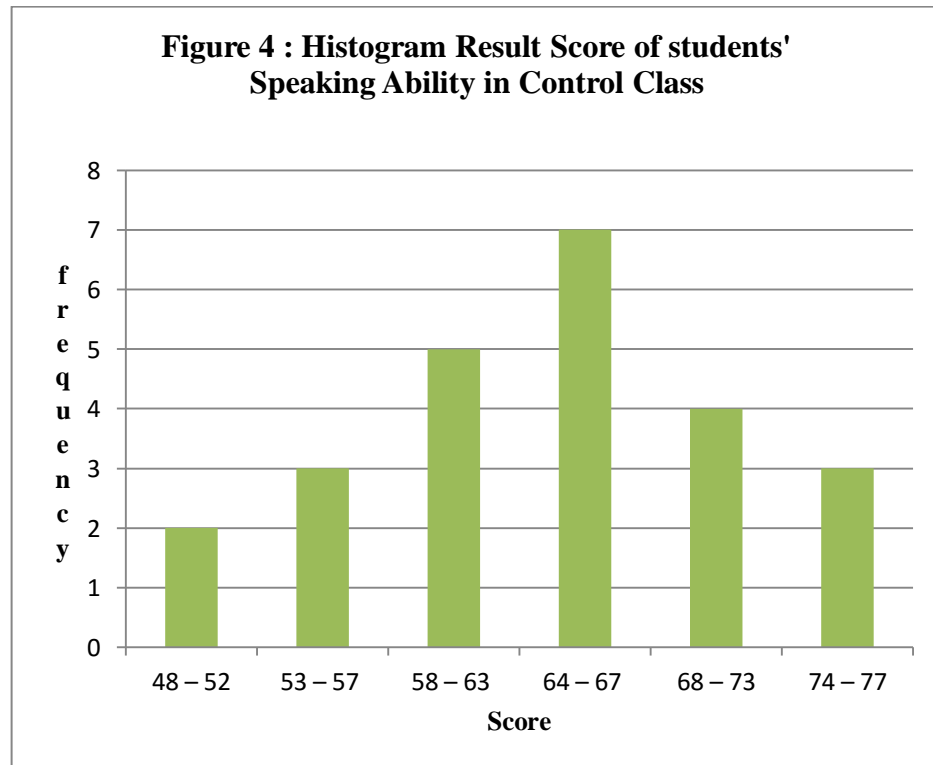
Based on the table above, the total score of experiment class in pre-test was 1520, mean was 65.6, standard deviation was 7.1 variant was 59.36, median was 65, range was 28, modus was 65.5, interval was 5. The researcher got the highest score was 76 and the lowest score was 48. It can be seen on appendix 6. Then, the computed of the frequency distribution of the students' score of control class, as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	48 – 52	50	2	8.33%
2	53 – 57	55	3	12.5%
3	58 – 63	60	5	20.83%
4	64 – 67	65	7	29.16%
5	68 – 73	70	4	16.66%
6	74 – 77	75	3	12.5%
<i>i</i> = 5			24	100%

Based on the table above, the students' score for class interval about 48 – 52 was 2 students (8.33%), class interval about 53 – 57 was 3 students (12.5 %), class interval about 58 – 63 was 5 students (20.83 %), class interval about 64 – 67 was 7 students (29.16%), class interval about 68– 73 was 4 students (16.66%), class interval about 74 – 77 was 3 students (12.5 %).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From above the histogram, the students' score about 48 - 52 was 2 students, the students' score about 53 - 57 was 3 students, the students' score about 58 - 63 was 5 students, the students' score about 64 - 67 was 7 students, the students' score about 68 - 73 was 4 students, and the students' score about 74 - 77 was 3 students.

3. Description of Comparison Score of Pre Test And Post Test

a. Comparison score of pre test in experimental and control class

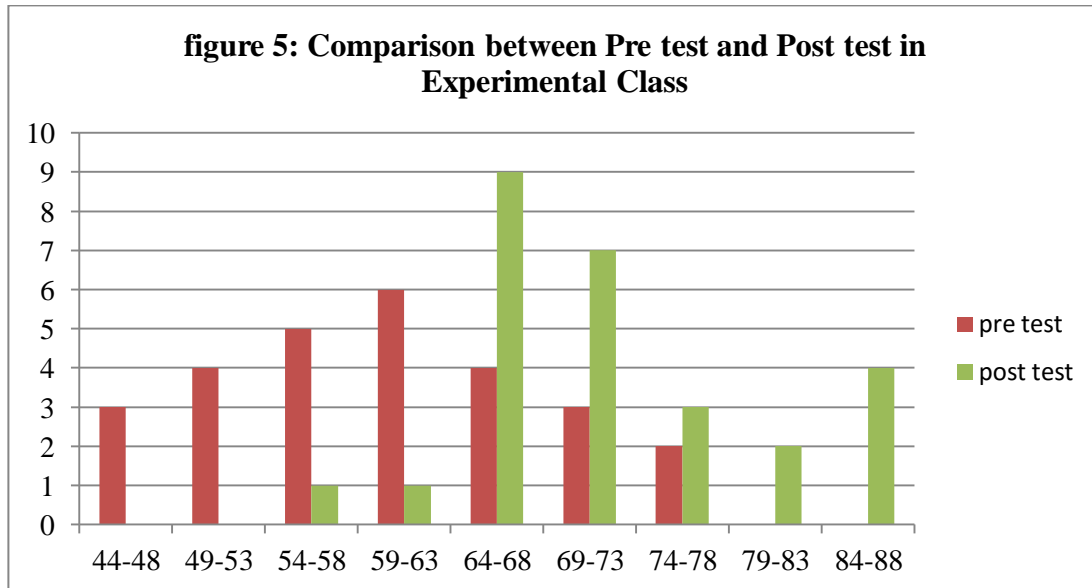
Based on students' answer in experimental class of pre test and post test has calculated the students' score and most of students and most students both of classes were low in speaking. Experimental class consisted of 27 students (VIII-11). The lowest score in pre test was 44 where as the highest score was 76 and the lowest score in post test was 56 where as the highest score was 84. It can be seen in the following table below:

Table 14
Comparison score of students' speaking ability in pre test and post test
(Experimental class)

Name	Result Of Pre Test	Result Of Post Test
Wani Pinta Sari	44	56
Abdul Khoir	48	60
Iwan Syahdani	48	64
Nur Ainun	52	64
Myhammad Zafar	52	64
Hasrun Rois	52	64
Eva Mora	52	64
Febriana Ryzki	56	68
Hapsari Indah	56	68
Hotmartua	56	68
Melisa Arianti	56	68

Nanda Sari	56	72
Rahmad Fauzi	60	72
Abdul Ali	60	72
Husein Fahmi	60	72
Syahreni Siregar	60	72
Anita Yusni	60	72
Laila Safitri	60	72
Rahmadani	64	76
Sakinah Mawaddah	64	76
Winda Sari	68	76
Masyitoh	68	80
Muhammad Fadli	72	80
Riszani Ayumi	72	84
Rosanna Dewita	72	84
Fatimah Azzahra	76	84
Maisaroh Rahmadhani	76	84

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:



b. Comparison score of pre test and post test in control class

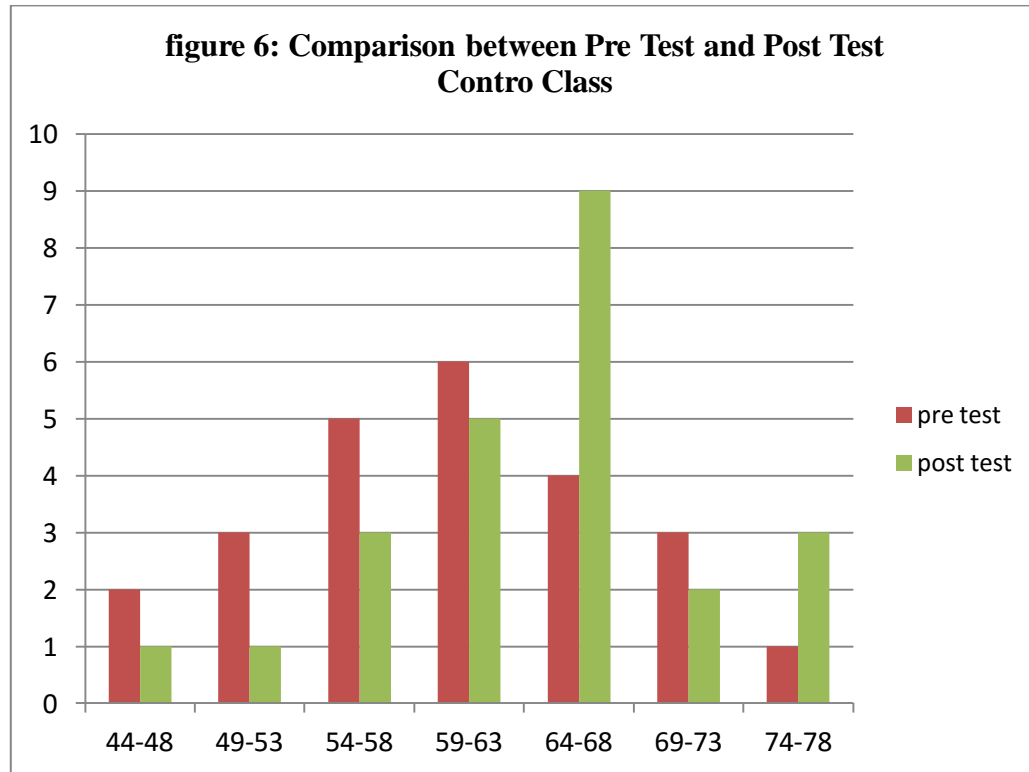
Based on students' answer in experimental class of pre test and post test has calculated the students' score and most of students and most students both of classes were law in speaking. Control class consisted of 24 students (VIII-12). The lowest score in pre test was 44 where as the highest score was 76 and the lowest score in post test was 48 where as the highest score was 76. It can be seen in the following table below:

Table 15
Comparison score of students' speaking ability in pre test and post test
(Control class)

Name	Result Of Pre Test	Result Of Post Test
Hari Hamonagan	44	48
Riswan Syaputra	48	52
Zulkifli	52	56

Sori Azhari	52	56
Doni Asmara	52	56
Siti Kholijah	56	60
Ilham Rahmadhani	56	60
Anwar Siddiq	56	60
Nisma Fitria Yulia	56	60
Juhriani	56	60
Siti Salbiah	60	64
Amir Mahmud	60	64
Rukiah	60	64
Syahreni	60	64
Aziz Ahmad	60	64
Indah Lestari	60	64
Robiah Anna Sari	64	64
Rifki Al Fatah	64	68
Intan Purnama Sari	64	68
Nur Aida	68	72
Rizki Hamdani	72	72
Afwan Lutfi	72	76
Mardiana Tasya	72	76
Siti Nurhajjah	76	76

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:



c. Comparison Score of Pre Test and Post Test in Experimental and Control Class

Based on students' answer in post test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased in speaking. Experimental class consisted of 27 students (VIII-11), the lowest score was 56 where as the highest score was 84. Then most of students got raising score and their score increased very significant, but control class consisted of 24 students (VIII-12), the lowest score was 48 where as the higher score was 76. Students' score increased too but not significant. In post test, the

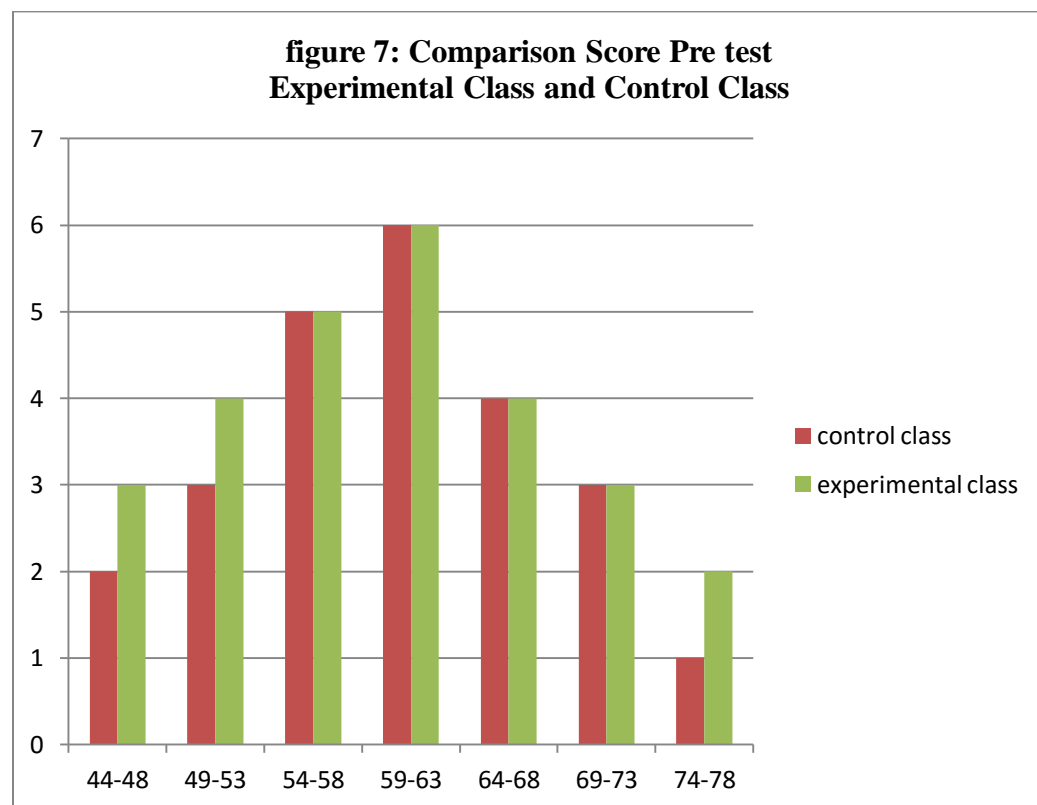
researcher applied suggestopedia method in experimental class and conventional method in control class. It can be seen in the following table:

Table 16
Comparison score of students' speaking ability in pre test
(Experimental class and control class)

No	Name	Result Of Experiment Class	Name	Result Of Control Class
1	Wani Pinta Sari	44	Hari Hamonagan	44
2	Abdul Khoir	48	Riswan Syaputra	48
3	Iwan Syahdani	48	Zulkifli	52
4	Nur Ainun	52	Sori Azhari	52
5	Muhammad Zafar	52	Doni Asmara	52
6	Hasrun Rois	52	Siti Kholijah	56
7	Eva Mora	52	Ilham Rahmadhani	56
8	Febriana Ryzki	56	Anwar Siddiq	56
9	Hapsari Indah	56	Nisma Fitria Yulia	56
10	Hotmartua	56	Juhriani	56
11	Melisa Arianti	56	Siti Salbiah	60
12	Nanda Sari	56	Amir Mahmud	60
13	Rahmad Fauzi	60	Rukiah	60
14	Abdul Ali	60	Syahreni	60
15	Husein Fahmi	60	Aziz Ahmad	60
16	Syahreni Siregar	60	Indah Lestari	60
17	Anita Yusni	60	Robiah Anna Sari	64

18	Laila Safitri	60	Rifki Al Fatah	64
19	Rahmadani	64	Intan Purnama Sari	64
20	Sakinah Mawaddah	64	Nur Aida	68
21	Winda Sari	68	Rizki Hamdani	72
22	Masyitoh	68	Afwan Lutfi	72
23	Muhammad Fadli	72	Mardiana Tasya	72
24	Riszani Ayumi	72	Siti Nurhajjah	76
25	Rosanna Dewita	72		
26	Fatimah Azzahra	76		
27	Maisaroh Rahmadhani	76		

It can be seen in histogram too, the figure following below:



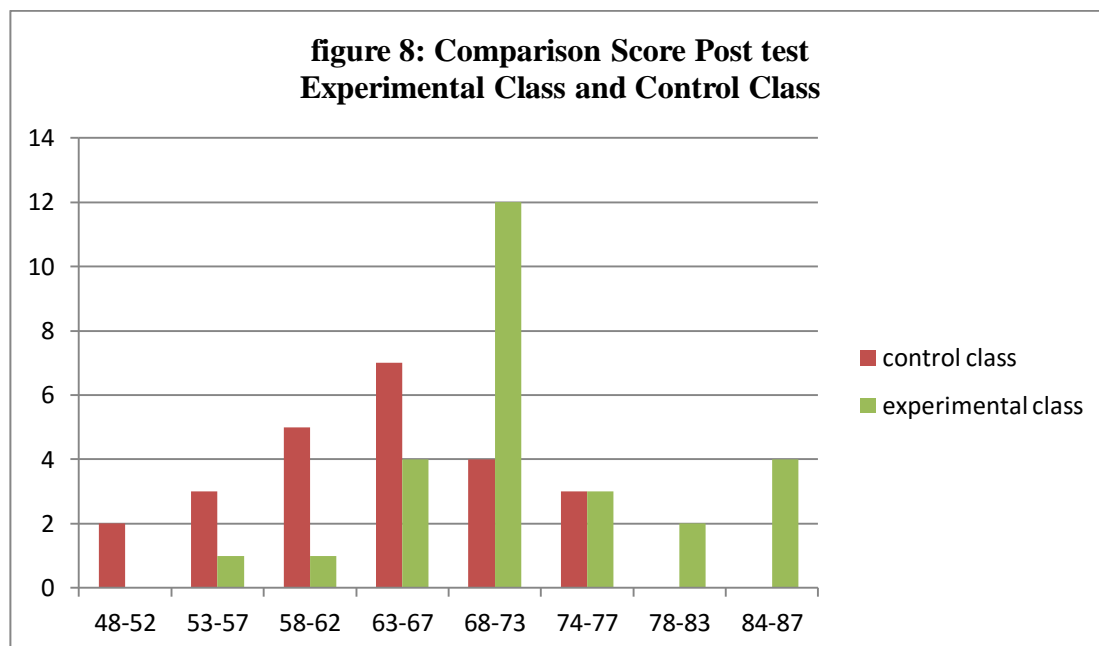
From the histogram above, the students' scores of experimental class was higher than the students' scores of control class

Table 17
Comparison score of students' speaking ability in post test
(Experimental class and control class)

No	Name	Result Of Experiment Class	Name	Result Of Control Class
1	Wani Pinta Sari	56	Hari Hamonagan	48
2	Abdul Khoir	60	Riswan Syaputra	48
3	Iwan Syahdani	64	Zulkifli	56
4	Nur Ainun	64	Sori Azhari	56
5	Muhammad Zafar	64	Doni Asmara	56
6	Hasrun Rois	64	Siti Kholijah	60
7	Eva Mora	64	Ilham Rahmadhani	60
8	Febriana Ryzki	68	Anwar Siddiq	60
9	Hapsari Indah	68	Nisma Fitria Yulia	60
10	Hotmartua	68	Juhriani	60
11	Melisa Arianti	68	Siti Salbiah	64
12	Nanda Sari	72	Amir Mahmud	64
13	Rahmad Fauzi	72	Rukiah	64
14	Abdul Ali	72	Syahreni	64
15	Husein Fahmi	72	Aziz Ahmad	64
16	Syahreni Siregar	72	Indah Lestari	64
17	Anita Yusni	72	Robiah Anna Sari	64
18	Laila Safitri	72	Rifki Al Fatah	68
19	Rahmadani	76	Intan Purnama Sari	68
20	Sakinah Mawaddah	76	Nur Aida	72

21	Winda Sari	76	Rizki Hamdani	72
22	Masyitoh	80	Afwan Lutfi	76
23	Muhammad Fadli	80	Mardiana Tasya	76
24	Riszani Ayumi	84	Siti Nurhajjah	76
25	Rosanna Dewita	84		
26	Fatimah Azzahra	84		
27	Maisaroh Rahmadhani	84		

It can be seen in histogram too, the figure following below:



From the histogram above, the students' scores of experimental class was higher than the students' scores of control class

B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre Test

1) Normality of experimental class and control class in pre test

Based on researcher calculation, the score of experiment class $Lo = 1.56 < Lt = 11.070$ with $n = 27$ and control class $Lo = -0.22 < Lt = 11.070$ with $n = 24$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in (appendix 6)

2) Homogeneity of Experimental and Control Class in Pre-test

The coefficient of $F_{count} = 1.19$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 27-1 = 26$ and denominator $dk N-1 = 24-1 = 23$. So, by using the list of critical value at F distribution is got $F_t = 1.94$. It showed that $F_{count} 1.19 < F_{table} 1.94$. So, the researcher concluded that the variant from the data of the students' speaking ability at MTsN Model Padangsidempuan Lokasi Ujung Gurap by experimental and control class was homogenous. The calculation can be seen on the (appendix 6). It can be seen in the following table:

Table 18
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	f_{count}	f_{table}
Experiment Class	1.56	11.070	1.19 < 1.94	
Control Class	-0.22	11.070		

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Based on researcher calculation, the score of experiment class $Lo = 1.39 < Lt = 11.070$ with $n = 27$ and control class $Lo = 2.44 < Lt = 11.070$ with $n = 24$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in (appendix 8).

2) Homogeneity of Experimental and Control Class in Post-test

The coefficient of $F_{\text{count}} = 1.03$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 27-1 = 26$ and denominator $dk N-1 = 24-1 = 23$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.94$. It showed that $F_{\text{count}} 1.03 < F_{\text{table}} 1.94$. So, the researcher concluded that the variant from the data of the students' speaking ability at MTsN Model

Padangsidimpuan Lokasi Ujung Gurap by experimental and control class was homogenous. The calculation can be seen on the (appendix 6 and 8). It can be seen in the following table:

Table 19
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	f_{count}	f_{table}
Experiment Class	1.39	11.070	1.03 < 1.94	
Control Class	1.15	11.070		

c. Hypothesis test

After calculated the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was “There was the significant effect suggestopedia on students’ speaking ability at grade VIII MTsN Model Padangsidimpuan Lokasi Ujung Gurap”. The calculation can be seen on the (appendix 9 and 10).

Table 20
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.13	2.021	4.22	2.021

The test hypothesis has two criteria. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation, researcher found that $t_{\text{count}} 4.22$ while $t_{\text{table}} 2.021$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 27 + 24 - 2 = 49$. Cause $t_{\text{count}} > t_{\text{table}}$ ($4.22 > 2,021$), it means that hypothesis H_a is accepted and H_0 was rejected. So, there was the effect suggestopedia method toward students speaking ability at grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap. It described the mean score of experimental class by using suggestopedia was 74.1 and the mean score of control class by using conventional method was 65.6. so from the explanation above that students' speaking ability by using suggestopedia method was better than using conventional strategy. Then there was significant effect toward students speaking ability by using suggestopedia method at grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap. The calculation of hypothesis test can be seen on appendix 9 and 10

C. Discussion

Based on data analysis above, it has proven that the suggestopedia method significant on students' speaking ability. Meanwhile the principles of suggestopedia method is teachers hope to accelerate process by which student learn to used foreign language for every day

communication. According to George Lezanov Suggestopedia is derived from suggestology, as a science that concerned with the systematic study of the non rational and or non conscious influence.¹ Suggestopedia method also sees that the four skills: speaking, listening, reading and writing reinforce each other but oral communication is seen basically.

According to related finding, Tri Anggono Sulistiono said suggestopedia suitable to teaching speaking, suggestopedia 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.² Moreover in learning speaking, students can easily practice their speaking in comfortable environment without any feeling worry about making mistakes in classroom.

Then, Wahyu Erwanto said uses suggestopedia method was improve the student' speaking ability. suggestopedia method emphasizes the relaxation atmosphere during the application of teaching learning process so that the use of music and oral guidance from the teacher is highly used. suggestopedia has elements that can be used successfully to

¹ Earl W. Stevick, *Memory, Meaning and Method*, (USA: New Burry House, 1976), p.42

² Tri Anggono Sulistiono "The Effectiveness of Using Suggestopedia Method in Teaching Speaking at Grade X of SMA Negeri 1 Kayen, (Semarang: UNNES, 2011), accessed from <http://lib.unnes.ac.id/959/1/6991.pdf> retrieved Mei 18th, 2017

teach speaking for young learners and has a positive and consistent effect to students' critical thinking skills immediately after treatment.³

This proof show that suggestopedia method is suitable to be applied in teaching speaking because it has been proven by the previous researcher and the theory. So, suggestopedia method has given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding.

D. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious went conversation in pre-test and post-test. Some of them still did joked. It made the conversation was not good.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Of course it made them cannot get the teacher's explanation well and gave the impact to the post-test.

³ Wahyu Erwanto, Improving the Speaking Ability of the Seventh Grade Students of MTsN 01 Kudus Taught by Using Suggestopedia Method in Academic Year 2013/2014, (Kudus: Universitas Muria Kudus 2014) accessed from, http://eprints.umk.ac.id.3606/1/Hal_judul.pdf retrieved Mei 18th, 2017

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' speaking ability before using suggestopedia method at grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap was low. Before using suggestopedia method, the mean score of experimental class was 62.6.
2. After using suggestopedia method, the mean score of experimental class was 74.1. After using suggestopedia method students speaking ability increased.
3. The result of the research showed that the students' score in experimental class was higher than control class. The result provide that t_o was higher than t_t , t_o was 4.22 t_t was 2.021 ($4.22 > 2.021$) it means that there was a significant effect of using suggestopedia method on students' speaking ability at grade VIII MTsN Model Padangsidempuan lokasi Ujung Gurap, where H_a was accepted and H_0 was rejected.

B. Suggestion

After finishing the research, the researcher got much information in English teaching and learning. Therefore, from the experience, the researcher saw some things need to be increased. It makes the researcher give some suggestions, as follow:

1. English teacher, from the research result it can be seen that the students' were unsatisfied. So, the researcher hopes to English teachers MTsN Model Padangsidempuan to apply various innovative methods in teaching English. It also can be supported by choosing right method and good class management.
2. Next researcher, the finding of this research were subject matter, it can be develop largely and deeply by adding other variables. It also may be useful with different students' condition like different population characteristic.
3. Readers, this research can be used as well as possible as positive input.

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CURRICULUM VITAE

A. Identity

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B. Parents

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1. Elementary School : SDN Sirnagalih 02 Bogor (2007)
2. Junior High School : Pondok Pesantern Modern Ummul Quro
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Appendix I

Rencana Pelaksanaan Pembelajaran (RPP)

Experimental Class

Satuan Pendidikan : MTsN Model Padangsidempuan Lokasi Ujung Gurap

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2 (Dua)

Materi Pokok :Teks Lisan untuk Menanyakan dan Menyatakan ungkapan memberi dan merespon ucapan selamat

Alokasi Waktu :2 x 40 menit

Kompetensi Inti

K1 : Menghargai dan menghayati ajaran agama yang dianutnya

K2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransigotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

K3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

K4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.1 Memahami fungsi sosial, struktur teks, dan unsure kebahasaan pada ungkapan ucapan memberi selamat serta responnya, sesuai dengan konteks penggunaannya
- 4.1 Menyusun teks lisan dan tulisan untuk mengucapkan ungkapan memberi selamat serta responnya sesuai dengan kontek penggunaannya.

Indikator

- 1.1.1 Memahami pentingnya mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional
- 2.1.1 Memahami dan menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2.1 Memahami dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.1.1 Memahami ungkapan memberi dan respon ucapan selamat sesuai dengan konteksnya.
- 4.1.1 Memahami cara berdialog secara lisan menggunakan expressi memberi dan merespon ucapan selamat dengan menggunakan unsur kebahasaan.

A. Tujuan Pembelajaran

- 1) Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang expressi memberi dan merespon ucapan selamat
- 2) Menunjukkan perilaku yang santun dan percaya diri dalam berkomunikasi dengan menggunakan expressi memberi dan merespon ucapan selamat
- 3) Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4) Memahami fungsi sosial dan unsur kebahasaan pada ungkapan memberi dan merespon ucapan selamat, sesuai dengan konteks penggunaannya.
- 5) Memahami cara berdialog dengan menggunakan ungkapan memberi dan merespon ucapan selamat sesuai dengan konteksnya.

Karakter siswa yang diharapkan : Bertanggung jawab, disiplin, jujur, dan toleran, santun dan tenggang rasa sesama teman.

B. Materi Pembelajaran

- 1) Expression give and response congratulation
 - a. Definition expression congratulation

Congratulations dalam bahasa Indonesia adalah ucapan yang diberikan kepada seseorang yang sedang mendapatkan kebahagiaan. Dengan kata lain congratulation adalah suatu ungkapan pujian karena adanya suatu pencapaian atau prestasi. Kata congratulation ini mempunyai arti yang sama dengan “*good wish*” atau harapan yang baik kepada seseorang.

- b. Expression give congratulation
 - 1) Congratulation on your promotion
 - 2) Let me congratulate on passing your exam
 - 3) May I congratulate on your success
 - 4) I would like to congratulate you.....
 - 5) I must congratulate you.....

- 6) Please accept my warmest congratulation
 - 7) I congratulate you
 - 8) I'd be the first to congratulate you on.
 - 9) I'd like to congratulate you on your birthday
 - 10) Happy birthday
 - 11) Happy new year
 - 12) Happy anniversary
- c. Expression response congratulation
- 1) It's very good of you to say so.
 - 2) How nice of you to say so.
 - 3) Thank you very much for saying so.
 - 4) I'm glad you think so.
 - 5) Oh, it's nothing special actually.
 - 6) Oh, I have a lot to learn yet.
 - 7) Thank you.
 - 8) Oh, not really.
 - 9) Oh, nothing to it, actually.
 - 10) Oh, thanks.

C. Metode Pembelajaran

Suggestopedia method

D. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

- a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- b. Membaca doa

2. Kegiatan Inti (Explorasi)

a. Presentation

- 1) Guru meminta siswa untuk relax
- 2) Guru memberikan motivasi pada siswa

b. First Concert “ Active concert”

- 1) Guru meminta siswa untuk duduk dengan formasi lingkaran
- 2) Guru meminta siswa tidak menggunakan bahasa Indonesia saat pembelajaran berlangsung
- 3) Guru menyampaikan materi yang akan dipelajaridan memberikan paper mengenai materi pembelajaran
- 4) Guru memberikan contoh expressi memberi dan merespon ucapan selamat secara lisan dan meminta siswa untuk mengikuti ucapan guru
- 5) Guru memberikan contoh lanjutan dengan menggunakan in focus
- 6) Guru memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya secara bertanggung jawab, disiplin, jujur, dan toleran.

c. Second Concert “Passive concert”

- 1) Guru meminta siswa untuk relax
- 2) Guru meminta untuk menutup mata untuk mengingat pelajaran yang sudah dipelajari diiringi dengan musik yang harmoniz

d. Practice

- 1) Guru meminta siswa untuk praktek berdialog di depan kelas dengan teman sebangkunya menggunakan unsur kebahasaan
- 2) Siswa merespon apa yang diminta oleh guru dan mempraktekkan dialognya.

Elaborasi

- a. Dengan mengikuti apa yang diucapkan oleh guru, siswa akan lebih lancar cara pengucapannya
- b. Dengan memberi pertanyaan dan menjawab secara oral, siswa akan lebih aktif dalam belajar.
- a. Dengan diskusi sesama teman siswa dapat memahami dengan jelas ungkapan memberi dan merespon informasi
- b. Dengan praktek, siswa dapat memahami dan meneladani contoh ungkapan memberi dan merespon informasi

Konfirmasi

- a. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- b. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

Penutup

- a. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi
- b. Siswa dan guru melakukan refleksi
- c. Guru memberikan tugas rumah (PR)
- d. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remidi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik
- e. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- f. Membaca doa penutup
- g. Salam

E. Alat dan Bahan

1. Alat/media : Kamus bahasa Inggris
: Laptop
In focus
Speaker
Paper
2. Sumber belajar : Buku yang relevan
Internet

F. Penilaian

1. Teknik/jenis : oral
2. Bentuk instrumen : pertanyaan lisan
3. Instrumen/soal :

Work in pairs! Choose one of the situations below to dialogue using expression giving and responding congratulation then practice in front of the class.

- a. Birthday your best friend
- b. Your brother was accepted in university
- c. You heard your friend got scholarship.
- d. Your sister marriage
- e. Your little brother won debate champion yesterday
- f. your friend pass the exam

G. Penilaian

The indicators of speaking

1.	Pengucapan	skor
	a. Masalah pengucapan serius sehingga tidak bisa dipahami	1
	b. Sulit di pahami karena ada masalah pengucapan, sering di minta pengulangan	2
	c. Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang kadang ada kesalah pahaman	3
	d. Mudah di pahami meskipun dengan aksen tertentu	4
	e. Mudah di pahami dan mempunyai aksen penutur asli	5
2	Tata bahasa	
	a. Kesalahan tata bahasa begitu parah sehingga sulitdipahami	1
	b. Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat	2
	c. Sering membuat kesalahan tata bahasa yang mempengaruhi makna	3
	d. Kadang – kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna	4
	e. Tidak ada atau sedikit kesalahan tata bahasa	5

3	Kosa kata	
	a. Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
	b. Menggunakan kota kata yang salah sehingga percakapan sulit dipahami	2
	c. Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosakata	3
	d. Kadang kadang menggunakan kosa kata yang tidak tepat	4

	e. Menggunakan kosa kata dan ungkapan seperti penutur asli	5
4	Kelancaran	
	a. Berbicara terputus putus sehingga percakapan tidak mungkin terjadi	1
	b. Sering ragu ragu dan terhenti karena keterbatasan bahasa	2
	c. Kelancaran banyak terganggu oleh masalah bahasa	3
	d. Kelancaran sedikit terganggu oleh masalah bahasa	4
	e. Lancar seperti penutur asli	5
5	Pemahaman	
	a. Tidak bisa memahami walaupun percakapan sederhana	1
	b. Susah mengikuti apa yang dikatakan	2
	c. Memahami sebagian besar apa yang dikatakan bila berbicara pengulangan	3
	d. Memahami hamper semuanya, walau ada pengulangan pada bagian tertentu	4
	e. Memahami semua tanpa ada kesulitan	5
	Total x 4	100

Padangsidempuan, 2017

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Appendix 2

Rencana Pelaksanaan Pembelajaran (RPP)

Control Class

Satuan Pendidikan : MTsN Model Padangsidempuan Lokasi Ujung Gurap

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2 (Dua)

Materi Pokok :Teks Lisan untuk Menanyakan dan Menyatakan ungkapan memberi dan merespon ucapan selamat

Alokasi Waktu :2 x 40 menit

Kompetensi Inti

K1 : Menghargai dan menghayati ajaran agama yang dianutnya

K2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransigotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

K3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

K4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.4 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan ucapan memberi selamat serta responnya, sesuai dengan konteks penggunaannya
- 4.2 Menyusun teks lisan dan tulisan untuk mengucapkan ungkapan memberi selamat serta responnya sesuai dengan kontek penggunaannya.

Indikator

- 1.1.2 Memahami pentingnya mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional
- 2.1.2 Memahami dan menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.4.1 Memahami dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.2.1 Memahami ungkapan memberi ucapan selamat dan respon sesuai dengan konteksnya.
- 4.2.1 Memahami cara berdialog secara lisan menggunakan expressi memberi dan merespon ucapan selamat dengan menggunakan unsur kebahasaan.

A. Tujuan Pembelajaran

- 1. Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang expressi memberi merespon ucapan selamat

2. Menunjukkan perilaku yang santun dan percaya diri dalam berkomunikasi dengan menggunakan expressi memberi dan merespon ucapan selamat
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
4. Memahami fungsi sosial dan unsur kebahasaan pada ungkapan memberi dan merespon ucapan selamat , sesuai dengan konteks penggunaannya.
5. Memahami cara berdialog dengan menggunakan ungkapan memberi dan merespon ucapan selamat sesuai dengan konteksnya.

Karakter siswa yang diharapkan : Bertanggung jawab, disiplin, jujur, dan toleran, santun dan tenggang rasa sesama teman.

B. Materi Pembelajaran

1) Expression give and response congratulation

a. Definition expression congratulation

Congratulations dalam bahasa indonesia adalah ucapan yang diberikan kepada seseorang yang sedang mendapatkan kebahagiaan. Dengan kata lain congratulation adalah suatu ungkapan pujian karena adanya suatu pencapaian atau prestasi. Kata congratulation ini mempunyai arti yang sama dengan “*good wish*” atau harapan yang baik kepada seseorang.

b. Expression give congratulation

- 1) Congratulation on your promotion
- 2) Let me congratulate on passing your exam
- 3) May I congratulate on your success
- 4) I would like to congratulate you
- 5) I must congratulate you
- 6) Please accept my warmest congratulation
- 7) I congratulate you
- 8) I'd be the first to congratulate you on.

- 9) I'd like to congratulate you on your birthday
 - 10) Happy birthday
 - 11) Happy new year
 - 12) Happy anniversary
- c. Expression response congratulation
- 1) It's very good of you to say so.
 - 2) How nice of you to say so.
 - 3) Thank you very much for saying so.
 - 4) I'm glad you think so.
 - 5) Oh, it's nothing special actually.
 - 6) Oh, I have a lot to learn yet.
 - 7) Thank you.
 - 8) Oh, not really.
 - 9) Oh, nothing to it, actually.
 - 10) Oh, thanks.

C. Metode Pembelajaran

Conventional method (Lecturer method)

D. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

- a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- b. Membaca doa

2. Kegiatan Inti (pertemuan 1)

Explorasi

- a. Guru menyampaikan materi yang akan dipelajari diselingi dengan humor
- b. Guru memberikan contoh expressi selamat dengan cerita dan menggunakan gambar yang menarik.

- c. Guru memberikan permasalahan mengenai materi
- d. Guru mengajukan pertanyaan kepada siswa secara lisan.
- e. Guru memberikan penjelasan garis besar materi
- f. Guru mengaitkan topik dengan kehidupan di lingkungan siswa
- g. Guru menggali rasa ingin tahu siswa
- h. Guru menginformasikan tujuan yang akan dicapai
- i. Guru meminta siswa untuk membuat percakapan dengan menggunakan expressi selamat
- j. Guru meminta siswa untuk mempraktekkan dengan teman sebangkunya di depan kelas.

Elaborasi

- a. Dengan memberikan contoh yang jelas kepada siswa, siswa dapat memahami dengan jelas ungkapan memberi dan merespon informasi
- b. Dengan praktek, siswa dapat memahami dan meneladani contoh ungkapan memberi dan merespon informasi

Konfirmasi

- a. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- b. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

Penutup

- a. Dengan bimbingan guru, siswa diminta untuk membuat rangkuman materi
- b. Guru memberikan tugas rumah (PR)
- c. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- d. Membaca doa penutup
- e. Salam

E. Alat dan Bahan

1. Alat/media : kamus bahasa inggris
2. Sumber belajar : Buku yang relevan

F. Penilaian

- a. Teknik/jenis : oral
- b. Bentuk instrumen : pertanyaan lisan
- c. Instrumen/soal :

Work in pairs! Choose one of the situations below to dialogue using expression giving and responding congratulation then practice in front of the class.

- a. Birthday your best friend
- b. Your brother was accepted in university
- c. You heard your friend got scholarship.
- d. Your sister marriage
- e. Your little brother won debate champion yesterday
- f. your friend pass the exam

G. Penilaian

The indicators of speaking

1.	Pengucapan	skor
	a. Masalah pengucapan serius sehingga tidak bisa dipahami	1
	b. Sulit di pahami karena ada masalah pengucapan, sering di minta pengulangan	2
	c. Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang kadang ada kesalah pahaman	3
	d. Mudah di pahami meskipun dengan aksen tertentu	4
	e. Mudah di pahami dan mempunyai aksen penutur asli	5

2	Tata bahasa	
	a. Kesalahan tata bahasa begitu parah sehingga sulit dipahami	1
	b. Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat	2
	c. Sering membuat kesalahan tata bahasa yang mempengaruhi makna	3
	d. Kadang – kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna	4
	e. Tidak ada atau sedikit kesalahan tata bahasa	5

3	Kosa kata	
	a. Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
	b. Menggunakan kosa kata yang salah sehingga percakapan sulit dipahami	2
	c. Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosakata	3
	d. Kadang kadang menggunakan kosa kata yang tidak tepat	4
	e. Menggunakan kosa kata dan ungkapan seperti penutur asli	5

4	Kelancaran	
	a. Berbicara terputus putus sehingga percakapan tidak mungkin terjadi	1
	b. Sering ragu ragu dan terhenti karena keterbatasan bahasa	2
	c. Kelancaran banyak terganggu oleh masalah bahasa	3
	d. Kelancaran sedikit terganggu oleh masalah bahasa	4
	e. Lancar seperti penutur asli	5

5	Pemahaman	
	a. Tidak bisa memahami walaupun percakapan sederhana	1
	b. Susah mengikuti apa yang dikatakan	2
	c. Memahami sebagian besar apa yang dikatakan bila berbicara pengulangan	3
	d. Memahami hamper semuanya, walau ada pengulangan pada bagian tertentu	4
	e. Memahami semua tanpa ada kesulitan	5
	Total x 4	100

Padangsidempuan,

2017

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Appendix 3

INSTRUMENT PRE-TEST

Work in pairs! Choose one of the situations below to dialogue using expression giving and responding congratulation then practice in front of the class.

- a. Birthday your best friend
- b. Your sister marriage
- c. Your friends pass the exam

Padangsidempuan, 2017

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Appendix 4

INSTRUMENT POST-TEST

Work in pairs! Choose one of the situations below to dialogue using expression giving and responding congratulation then practice in front of the class.

- a. Your brother was accepted in university
- b. You heard your friend got scholarship.
- c. Your little brother won debate champion yesterday

Padangsidempuan, 2017

Validator

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Appendix 5

RESULT OF NORMALITY TEST IN PRE TEST

Result of the Normality Test of VIII-11 in Pre-Test

1. The score of VIII-11 class in pre test from low score to high score:

44	48	48	52	52	52	52	56	56	56
56	56	60	60	60	60	60	60	64	64
68	68	72	72	72	76	76			

$$\begin{aligned}
 2. \text{ High} &= 76 \\
 \text{Low} &= 44 \\
 \text{Range} &= \text{High} - \text{Low} \\
 &= 76 - 44 \\
 &= 32
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ Total of Classes} &= 1 + 3.3 \log (n) \\
 &= 1 + 3.3 \log (27) \\
 &= 1 + 3.3 (1.431) \\
 &= 1 + 4.722 \\
 &= 5.722 \\
 &= 6
 \end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{totalofclass}} = \frac{32}{6} = 5.3 = 5$$

5. Mean

Interval Class	F	X	\bar{x}	$f\bar{x}$	x^2	$f\bar{x}^2$
44 – 48	3	46	+3	9	9	27
49 – 53	4	51	+2	8	4	16
54 – 58	5	56	+1	5	1	5
59 – 63	6	61	0	0	0	0
64 – 68	4	66	-1	-4	1	4
69 – 73	3	71	-2	-6	4	12
74 – 78	2	76	-3	-6	9	18
$i = 5$	27	-	-	6	-	82

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 61 + 5 \left(\frac{6}{27}\right) \\
 &= 61 + 5 (0.22) \\
 &= 61 + 1.1 \\
 &= 62.1
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
 &= 5 \sqrt{\frac{82}{27} - \left(\frac{6}{27}\right)^2} \\
 &= 5 \sqrt{3.03 - (0.22)^2} \\
 &= 5 \sqrt{2.99} \\
 &= 5 \times 1.72 \\
 &= 8.6
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
74 – 78	78.5	1.90	0.4713				
				0.03	0.81	2	1.46
69 – 73	73.5	1.52	0.4357				
				0.16	4.32	3	-0.30
64 – 68	68.5	0.74	0.2704				
				0.20	5.4	4	-0.25
59 – 63	63.5	0.16	0.0636				
				-0.27	-7.29	6	-1.82
54 – 58	58.5	-0.41	0.34090				
				0.18	4.86	5	0.22
49 – 53	53.5	-1.00	0,15866				
				0.10	2.7	4	0.48
44 – 48	48.5	-1.58	0.05705				
				0.04	1.08	3	1.77
	43.5	-2.16	0.01539				
						X^2	1.56

Based on the table above, the reseracher found that $x^2_{\text{count}} = 1.56$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($1.56 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-11 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	44 – 48	3	3
2	49 – 53	4	7
3	54 – 58	5	12
4	59 – 63	6	18
5	64 – 68	4	22
6	69 – 73	3	25
7	74 – 78	2	27

$$Bb = 58.5$$

$$F = 12$$

$$fm = 6$$

$$i = 5$$

$$n = 27$$

$$1/2n = 13.5$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 58.5 + 5 \left(\frac{13.5 - 12}{6} \right) \\ &= 58.5 + 5 (0.25) \\ &= 58.5 + 1.25 \\ &= 59.7 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	44 – 48	3	3
2	49 – 53	4	7
3	54 – 58	5	12
4	59 – 63	6	18
5	64 – 68	4	22
6	69 – 73	3	25
7	74 – 78	2	27

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 58.5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= 58.5 + \frac{1}{1+2} 5 \\ &= 58.5 + 0.33 (5) \\ &= 58.5 + 1.65 \\ &= 60 \end{aligned}$$

RESULT OF NORMALITY TEST IN PRE TEST

Result of the Normality Test of VIII-12 in Pre-Test

1. The score of VIII-12 class in pre test from low score to high score:

44	48	52	52	52	56	56	56	56	56
60	60	60	60	60	60	64	64	64	68
72	72	72	76						

2. High = 76

Low = 44

Range = High - Low

= 76 - 44

= 32

3. Total of Classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (24)$

= $1 + 3.3 (1.38)$

= $1 + 4.554$

= 5.554

= 6

4. Length of Classes = $\frac{\text{range}}{\text{totalofclass}} = \frac{32}{6} = 5.3 = 5$

5. Mean

Interval Class	F	X	\bar{x}	$f\bar{x}$	x^2	$f\bar{x}^2$
44 - 48	2	46	+3	6	9	18
49 - 53	3	51	+2	6	4	12
54 - 58	5	66	+1	5	1	5
59 - 63	6	61	0	0	0	0
64 - 68	4	66	-1	-4	1	4
69 - 73	3	71	-2	-6	4	12
74 - 78	1	76	-3	-3	9	9
$i = 5$	24	-	-	4	-	62

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 61 + 5 \left(\frac{4}{24}\right) \\
&= 61 + 5 (0.16) \\
&= 61 + 0.8 \\
&= 61.8
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
&= 5 \sqrt{\frac{62}{24} - \left(\frac{4}{24}\right)^2} \\
&= 5 \sqrt{2.58 - (0.16)^2} \\
&= 5 \sqrt{2.75 - 0.02} \\
&= 5 \sqrt{2.59} \\
&= 5 \times 1.60 \\
&= 8
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
74 – 78	78.5	2.08	0.4812				
69 – 73	73.5	1.46	0.4279	0.05	1.2	1	-0.16
64 – 68	68.5	0.83	0.2967	0.13	3.12	3	-0.03
59 – 63	63.5	0.21	0.0832	0.21	5.04	4	-0.20
54 – 58	58.5	-0.41	0.34090	-0.25	-6	6	-2
49 – 53	53.5	-1.03	0.15151	0.18	4.32	5	0.15
44 – 48	48.5	-1.66	0.04846	0.10	2.4	3	0.25
	43.5	-2.28	0.01130	0.03	0.72	2	1.77
X ²							-0.22

Based on the table above, the reseracher found that $x^2_{\text{count}} = -0.22$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-0.22 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-12 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	44 – 48	2	2
2	49 – 53	3	5
3	54 – 58	5	10
4	59 – 63	6	16
5	64 – 68	4	20
6	69 – 73	3	23
7	74 – 78	1	24
	$i = 5$	24	-

$$Bb = 58.5$$

$$F = 10$$

$$fm = 6$$

$$i = 5$$

$$n = 24$$

$$1/2n = 12$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 58.5 + 5 \left(\frac{12 - 10}{6} \right)$$

$$= 58.5 + 5 (0.33)$$

$$= 58.5 + 1.65$$

$$= 60$$

7. Modus

No	Interval	F	Fk
1	44 – 48	2	2
2	49 – 53	3	5
3	54 – 58	5	10
4	59 – 63	6	16
5	64 – 68	4	20
6	69 – 73	3	23
7	74 – 78	1	24
	$i = 5$	24	-

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 58.5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= 58.5 + \frac{1}{2+2} 5 \\ &= 58.5 + 0.33 (5) \\ &= 58.5 + 1.65 \\ &= 60 \end{aligned}$$

RESULT OF NORMALITY TEST IN PRE TEST

Result of the Normality Test of VIII-13 in Pre-Test

1. The score of VIII-13 class in pre test from low score to high score:

40	40	44	48	48	48	48	52	52	52
52	56	56	56	56	56	56	60	60	64
68	68	68	68	72	72				

2. High = 72

Low = 40

Range = High - Low

= 72 - 40

= 32

3. Total of Classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (26)$

= $1 + 3.3 (1.41)$

= $1 + 4.653$

= 5.653

= 6

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{32}{6} = 5.3 = 5$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
40 - 44	3	42	+3	9	9	27
45 - 49	4	47	+2	8	4	16
50 - 54	4	52	+1	4	1	4
55 - 59	7	57	0	0	0	0
60 - 64	3	62	-1	-3	1	3
65 - 69	3	67	-2	-6	4	12
70 - 74	2	72	-3	-6	9	18
i = 5	26	-	-	6	-	80

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 57 + 5 \left(\frac{6}{26}\right) \\
&= 57 + 5 (0.25) \\
&= 57 + 1.25 \\
&= 58.2
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
&= 5 \sqrt{\frac{80}{26} - \left(\frac{6}{26}\right)^2} \\
&= 5 \sqrt{3.07 - (0.25)^2} \\
&= 5 \sqrt{3.07 - 0.0625} \\
&= 5 \sqrt{3.0075} \\
&= 5 \times 1.73 \\
&= 8.65
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
70 - 74	74.5	1.88	0.4699				
				0.06	1.56	2	0.28
65 - 69	69.5	1.30	0.4032				
				0.13	3.38	3	-0.11
60 - 64	64.5	0.72	0.2642				
				0.20	5.2	3	-0.42
55 - 59	59.5	0.15	0.0596				
				-0.27	-7.02	7	-1.99
50 - 54	54.5	-0.42	0.33724				
				0.17	4.42	4	-0.09
45 - 49	49.5	-1.00	0.15866				
				0.10	2.6	4	0.53
40 - 44	44.5	-1.58	0.05705				
				0.04	1.04	3	1.88
	39.5	-2.16	0.01539				
						X ²	0.08

Based on the table above, the reseracher found that $x^2_{\text{count}} = 0.08$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} > x^2_{\text{table}}$ ($0.08 > 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-13 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	40 – 44	3	3
2	45 – 49	4	7
3	50 – 54	4	11
4	55 – 59	7	18
5	60 – 64	3	21
6	65 – 69	3	24
7	70 – 74	2	26

$$Bb = 54.5$$

$$F = 11$$

$$fm = 7$$

$$i = 5$$

$$n = 26$$

$$1/2n = 13$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 54.5 + 5 \left(\frac{13 - 11}{7} \right) \\ &= 54.5 + 5 (0.28) \\ &= 54.5 + 1.4 \\ &= 56 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	40 – 44	3	3
2	45 – 49	4	7
3	50 – 54	4	11
4	55 – 59	7	18
5	60 – 64	3	21
6	65 – 69	3	24
7	70 – 74	2	26

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 54.5$$

$$d_1 = 3$$

$$d_2 = 4$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= 54.5 + \frac{3}{3+4} 5 \\ &= 54.5 + 0.42 (5) \\ &= 54.5 + 2.1 \\ &= 56 \end{aligned}$$

Appendix 6

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII-11 class is:

NO	Xi	Xi ²
1.	44	1936
2.	48	2304
3.	48	2304
4.	52	2704
5.	52	2704
6.	52	2704
7.	52	2704
8.	56	3136
9.	56	3136
10.	56	3136
11.	56	3136
12.	56	3136
13.	60	3600
14.	60	3600
15.	60	3600
16.	60	3600
17.	60	3600
18.	60	3600
19.	64	4096
20.	64	4096
21.	68	4624

22.	68	4624
23.	72	5184
24.	72	5184
25.	72	5184
26.	76	5776
27.	76	5776
	1620	99184

$$n = 27$$

$$\sum xi = 1620$$

$$\sum xi^2 = 99184$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{27(99184) - (1620)^2}{27(27-1)} \\
 &= \frac{2677968 - 2624400}{27(26)} \\
 &= \frac{53568}{702} \\
 &= 76.30
 \end{aligned}$$

B. Variant of the VIII-12 class is:

NO	Xi	Xi ²
1.	44	1936
2.	48	2304
3.	52	2701
4.	52	2701
5.	52	2701
6.	56	3136
7.	56	3136
8.	56	3136
9.	56	3136
10.	56	3136
11.	60	3600

12.	60	3600
13.	60	3600
14.	60	3600
15.	60	3600
16.	60	3600
17.	64	4096
18.	64	4096
19.	64	4096
20.	68	4624
21.	72	5184
22.	72	5184
23.	72	5184
24.	76	5776
	1440	84872

$$N = 24$$

$$\sum xi = 1440$$

$$\sum_{xi}^2 = 84872$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{24(84872) - (1440)^2}{24(24-1)} \\
 &= \frac{2108928 - 2073600}{24(23)} \\
 &= \frac{35328}{552}
 \end{aligned}$$

$$= 64$$

C. Variant of the VIII-13 class is:

NO	Xi	Xi ²
1	40	1600
2	40	1600
3	44	1936
4	48	2304
5	48	2304
6	48	2304

7	48	2304
8	52	2704
9	52	2704
10	52	2704
11	52	2704
12	56	3136
13	56	3136
14	56	3136
15	56	3136
16	56	3136
17	56	3136
18	56	3136
19	60	3600
20	60	3600
21	64	4096
22	68	4624
23	68	4624
24	68	4624
25	72	5184
26	72	5184
	1448	82656

$$N = 26$$

$$\sum xi = 1448$$

$$\sum_{xi}^2 = 82656$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{26(82656) - (1448)^2}{26(26-1)} \\
 &= \frac{2149056 - 2096704}{26(25)} \\
 &= \frac{52353}{650}
 \end{aligned}$$

$$= 80.54$$

The Formula was used to test hypothesis was:

1. VIII-11 and VIII-12 :

$$F = \frac{\textit{TheBiggestVariant}}{\textit{TheSmallestVariant}}$$

So:

$$F = \frac{76.30}{64} \\ = 1.19$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.19$ with $\alpha 5\%$ and $dk = 27$ and 24 from the distribution list F, researcher found that $F_{\text{table}} = 1.94$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.19 < 1.94$). So, there is no difference the variant between the VIII-11 class and VIII-12 class. It means that the variant is homogenous.

2. VIII-11 and VIII-13 :

$$F = \frac{\textit{TheBiggestVariant}}{\textit{TheSmallestVariant}} \text{So:}$$

$$F = \frac{80.54}{76.30} = 1.05$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.05$ with $\alpha 5\%$ and $dk = 27$ and 26 from the distribution list F, researcher found that $F_{\text{table}} = 1.94$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.05 < 1.94$). So, there is no difference the variant between the VIII-11 class and VIII-13 class. It means that the variant is homogenous.

3. VIII-12 and VIII-13 :

$$F = \frac{\textit{TheBiggestVariant}}{\textit{TheSmallestVariant}}$$

So:

$$F = \frac{80.54}{64} = 1.25$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.25$ with $\alpha 5\%$ and $dk = 24$ from the distribution list F, researcher found that $F_{\text{table}} = 1.94$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.25 < 1.94$). So, there is no difference the variant between the VIII-12 class and VIII-13 class. It means that the variant is homogenous.

Appendix 7

RESULT OF NORMALITY TEST IN POST TEST

Result of the Normality Test of VIII-11 in Post-Test

1. The score of VIII-11 class in pre test from low score to high score:

56	60	64	64	64	64	68	68	68	68
68	72	72	72	72	72	72	72	76	76
76	80	80	84	84	84	84			

$$\begin{aligned}
 2. \text{ High} &= 84 \\
 \text{Low} &= 56 \\
 \text{Range} &= \text{High} - \text{Low} \\
 &= 84 - 56 \\
 &= 28
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ Total of Classes} &= 1 + 3.3 \log (n) \\
 &= 1 + 3.3 \log (27) \\
 &= 1 + 3.3 (1.431) \\
 &= 1 + 4.722 \\
 &= 5.722 \\
 &= 6
 \end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{totalofclass}} = \frac{28}{6} = 4.6 = 5$$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
56 – 60	2	58	+3	6	9	18
61 – 65	4	63	+2	8	4	16
66 – 70	5	68	+1	5	1	5
71 – 75	7	73	0	0	0	0
76 – 80	5	78	-1	-5	1	5
81 – 85	4	83	-2	-8	4	16
i = 5	27	-	-	6	-	60

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 73 + 5 \left(\frac{6}{27}\right) \\
&= 73 + 5 (0.22) \\
&= 73 + 1.1 \\
&= 74.1
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
&= 5 \sqrt{\frac{60}{27} - \left(\frac{6}{27}\right)^2} \\
&= 5 \sqrt{2.22 - (0.22)^2} \\
&= 5 \sqrt{2.18} \\
&= 5 \times 1.47 \\
&= 7.35
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
81 – 85	85.5	1.55	0.4394				
				0.14	3.78	4	0.05
76 – 80	80.5	0.81	0.2910				
				0.21	5.67	5	-0.11
71 – 75	75.5	0.19	0.0753				
				-0.24	-6.48	7	-2.08
66 – 70	70.5	-0.48	0.31561				
				0.19	5.13	5	-0.02
61 – 65	65.5	-1.17	0.12100				
				0.08	2.16	4	0.85
56 – 60	60.5	-1.85	0.03216				
				0.02	0.54	2	2.70
	55.5	-2.53	0.00570				
						X^2	1.39

Based on the table above, the reseracher found that $x^2_{\text{count}} = 1.39$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($1.39 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-11 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	56 – 60	2	2
2	61 – 65	4	6
3	66 – 70	5	11
4	71 – 75	7	18
5	76 – 80	5	23
6	81 – 85	4	27

$$Bb = 70.5$$

$$F = 11$$

$$fm = 7$$

$$i = 5$$

$$n = 27$$

$$1/2n = 13.5$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 70.5 + 5 \left(\frac{13.5 - 11}{7} \right) \\ &= 70.5 + 5 (0.35) \\ &= 70.5 + 1.75 \\ &= 72.2 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	56 – 60	2	2
2	61 – 65	4	6
3	66 – 70	5	11
4	71 – 75	7	18
5	76 – 80	5	23
6	81 – 85	4	27

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 70.5$$

$$d_1 = 2$$

$$d_2 = 2$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= 70.5 + \frac{2}{2+2} 5 \\ &= 70.5 + 0.5 (5) \\ &= 70.5 + 2.5 \\ &= 73 \end{aligned}$$

RESULT OF NORMALITY TEST IN POST TEST

Result of the Normality Test of VIII-12 in Post-Test

1. The score of VIII-12 class in pre test from low score to high score:

48	48	56	56	56	60	60	60	60	60
64	64	64	64	64	64	64	68	68	72
72	76	76	76						

2. High = 76

Low = 48

Range = High - Low

= 76 - 48

= 28

3. Total of Classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (24)$

= $1 + 3.3 (1.38)$

= $1 + 4.554$

= 5.554

= 6

4. Length of Classes = $\frac{\text{range}}{\text{totalofclass}} = \frac{28}{6} = 4.6 = 5$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
48 - 52	2	50	+3	6	9	18
53 - 57	3	55	+2	6	4	12
58 - 63	5	60	+1	5	1	5
64 - 67	7	65	0	0	0	0
68 - 73	4	70	-1	-4	1	4
74 - 77	3	75	-2	-6	4	12
i = 5	24	-	-	7	-	51

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 65 + 5 \left(\frac{7}{24}\right) \\
 &= 65 + 5 (0.13) \\
 &= 65 + 0.65 \\
 &= 65.6
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
 &= 5 \sqrt{\frac{51}{24} - \left(\frac{7}{24}\right)^2} \\
 &= 5 \sqrt{2.12 - (0.29)^2} \\
 &= 5 \sqrt{2.12 - 0.08} \\
 &= 5 \sqrt{2.04} \\
 &= 5 \times 1.42 \\
 &= 7.1
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$	
73 – 77	77.5	1.67	0.4535					
68 – 72	72.5	0.98	0.3365	0.11	2.64	3	0.13	
63 – 67	67.5	0.28	0.1103	0.22	5.28	4	-0.24	
58 – 62	62.5	-0.43	0.33360	-0.22	-5.28	7	-2.32	
53 – 57	57.5	-1.14	0.12714	0.20	4.8	5	0.04	
48 – 52	52.5	-1.84	0.03288	0.09	2.16	3	0.38	
	47.5	-2.54	0.00554	0.02	0.48	2	3.16	
X^2								1.15

Based on the table above, the reseracher found that $x^2_{\text{count}} = 1.15$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($1.15 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-12 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	48 – 52	2	2
2	53 – 57	3	5
3	58 – 63	5	10
4	64 – 67	7	17
5	68 – 73	4	21
6	74 – 77	3	24
	<i>i = 5</i>	24	-

$$Bb = 63.5$$

$$F = 10$$

$$fm = 7$$

$$i = 5$$

$$n = 24$$

$$1/2n = 12$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 63.5 + 5 \left(\frac{12 - 10}{7} \right)$$

$$= 63.5 + 5 (0.28)$$

$$= 63.5 + 1.4$$

$$= 65$$

7. Modus

No	Interval	F	Fk
1	48 – 52	2	2
2	53 – 57	3	5
3	58 – 63	5	10
4	64 – 67	7	17
5	68 – 73	4	21
6	74 – 77	3	24
7	$i = 5$	24	-

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 63.5$$

$$d_1 = 2$$

$$d_2 = 3$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= 63.5 + \frac{2}{2+3} 5 \\ &= 63.5 + 0.4 (5) \\ &= 63.5 + 2 \\ &= 65.5 \end{aligned}$$

Appendix 8

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII-11class is:

NO	Xi	Xi ²
1	56	3136
2	60	3600
3	64	4096
4	64	4096
5	64	4096
6	64	4096
7	68	4624
8	68	4624
9	68	4624
10	68	4624
11	68	4624
12	72	5184
13	72	5184
14	72	5184
15	72	5184
16	72	5184
17	72	5184
18	72	5184
19	76	5776
20	76	5776
21	76	5776

22	80	6400
23	80	6400
24	84	7056
25	84	7056
26	84	7056
27	84	7056
	1940	140880

$$n = 27$$

$$\sum xi = 1940$$

$$\sum xi^2 = 140880$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{27(140880) - (1940)^2}{27(27-1)} \\
 &= \frac{3803760 - 3762600}{27(26)} \\
 &= \frac{40160}{702} \\
 &= 57.20
 \end{aligned}$$

B. Variant of the VIII-12 class is:

NO	Xi	Xi ²
1	48	2304
2	48	2304
3	56	3136
4	56	3136
5	56	3136
6	60	3600
7	60	3600
8	60	3600
9	60	3600
10	60	3600
11	64	4096

12	64	4096
13	64	4096
14	64	4096
15	64	4096
16	64	4096
17	64	4096
18	68	4624
19	68	4624
20	72	5184
21	72	5184
22	76	5776
23	76	5776
24	76	5776
	1520	97632

$$N = 24$$

$$\sum xi = 1520$$

$$\sum xi^2 = 97632$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{24(98160) - (1520)^2}{24(24-1)} \\
 &= \frac{2343168 - 2310400}{24(23)} \\
 &= \frac{32768}{552}
 \end{aligned}$$

$$= 59.36$$

The Formula was used to test hypothesis was:

4. VIII-11 and VIII-12 :

$$F = \frac{\textit{TheBiggestVariant}}{\textit{TheSmallestVariant}}$$

So:

$$\begin{aligned} F &= \frac{59.36}{57.20} \\ &= 1.03 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.03$ with $\alpha 5\%$ and $dk = 27$ and 24 from the distribution list F, researcher found that $F_{\text{table}} = 1.94$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.03 < 1.94$). So, there is no difference the variant between the VIII-11 class and VIII-12 class. It means that the variant is homogenous.

Appendix 9

T-test of the Both Averages in Pre-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{62.1 - 61.8}{\sqrt{\left(\frac{(27-1)76.30 + (24-1)64}{27+24-2}\right)\left(\frac{1}{27} + \frac{1}{24}\right)}}$$

$$Tt = \frac{0.3}{\sqrt{\left(\frac{26(76.30) + 23(64)}{49}\right)(0.03 + 0.04)}}$$

$$Tt = \frac{0.3}{\sqrt{\left(\frac{1983.8 + 1472}{49}\right)(0.03 + 0.04)}}$$

$$Tt = \frac{0.7}{\sqrt{\left(\frac{3455.8}{49}\right)(0.07)}}$$

$$Tt = \frac{0.7}{\sqrt{70.52(0.07)}}$$

$$Tt = \frac{0.7}{\sqrt{4.93}}$$

$$Tt = \frac{0.7}{2.22}$$

$$Tt = 0.13$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 0.13$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 27 + 24 - 2 = 49$, $t_{\text{table}} = 2.021$. So, $t_{\text{count}} < t_{\text{table}} (0.13 < 2.021)$ and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 10

T-test of the Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{74.1 - 65.6}{\sqrt{\left(\frac{(27-1)57.30 + (24-1)59.36}{27+24-2}\right) \left(\frac{1}{27} + \frac{1}{24}\right)}}$$

$$Tt = \frac{8.5}{\sqrt{\left(\frac{26(57.30) + 23(59.36)}{49}\right) (0.03 + 0.04)}}$$

$$Tt = \frac{8.5}{\sqrt{\left(\frac{1489.8 + 1365.28}{49}\right) (0.03 + 0.04)}}$$

$$Tt = \frac{8.5}{\sqrt{\left(\frac{2855.08}{49}\right) (0.07)}}$$

$$Tt = \frac{8.5}{\sqrt{58.26(0.07)}}$$

$$Tt = \frac{8.5}{\sqrt{4.07}}$$

$$Tt = \frac{8.5}{2.01}$$

$$Tt = 4.22$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 4.22$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 27 + 24 - 2 = 49$, $t_{\text{table}} = 2.021$. So, $t_{\text{count}} > t_{\text{table}}$ ($4.22 > 2.021$) and H_a is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

Appendix 11

INDICATOR OF SPEAKING IN PRE-TEST AND POST-TEST

A. Assessment indicator of speaking in pre test VIII-11

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Wani Pinta Sari	2	3	2	2	2	44
2	Abdul Khoir	3	3	2	2	2	48
3	Iwan Syahdani	3	3	2	2	2	48
4	Nur Ainun	3	3	3	2	2	52
5	Muhammad Zafar	3	3	3	2	2	52
6	Hasrun Rois	3	3	2	3	2	52
7	Eva Mora	3	3	2	3	2	52
8	Febriana Ryzki	3	3	3	2	3	56
9	Hapsari Indah	3	4	2	3	2	56
10	Hotmartua	3	4	2	3	2	56
11	Melisa Arianti	3	3	3	3	2	56
12	Nanda Sari	3	3	3	3	2	56
13	Rahmad Fauzi	3	4	2	3	3	60
14	Abdul Ali	3	3	3	3	3	60
15	Husein Fahmi	3	3	3	3	3	60
16	Syahreni Siregar	4	2	3	3	3	60
17	Anita Yusni	3	3	4	3	2	60
18	Laila Safitri	3	3	3	3	3	60
19	Rahmadani	4	3	3	3	3	64
20	Sakinah Mawaddah	3	3	4	3	3	64
21	Winda Sari	3	4	4	3	3	68
22	Masyitoh	3	4	4	3	3	68

23	Muhammad Fadli	4	4	4	3	3	72	
24	Riszani Ayumi	4	4	4	3	3	72	
25	Rosanna Dewita	4	4	3	4	3	72	
26	Fatimah Azzahra	4	4	4	4	3	76	
27	Maisaroh Rahmadhani	4	4	4	4	3	76	
		TOTAL						1620

B. Assessment indicator of speaking in pre test VIII-12

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Hari Hamonagan	2	3	2	2	2	44
2	Riswan Syaputra	2	3	3	2	2	48
3	Zulkifli	3	3	3	2	2	52
4	Sori Azhari	3	3	3	2	2	52
5	Doni Asmara	3	3	3	2	2	52
6	Siti Kholijah	3	3	3	2	3	56
7	Ilham Rahmadhani	3	3	3	2	3	56
8	Anwar Siddiq	3	3	2	3	3	56
9	Anwar Siddiq	3	3	2	3	3	56
10	Juhriani	3	2	3	3	3	56
11	Siti Salbiah	3	3	3	3	3	60
12	Amir Mahmud	2	4	4	3	2	60
13	Rukiah	2	4	4	3	2	60
14	Syahreni	3	4	3	3	2	60
15	Aziz Ahmad	3	3	3	3	3	60
16	Indah Lestari	3	3	3	3	3	60
17	Robiah Anna Sari	3	4		3	3	64

18	Rifki Al Fatah	3	4	3	3	3	64
19	Intan Purnama Sari	4	3	3	3	3	64
20	Nur Aida	4	4	3	3	3	68
21	Rizki Hamdani	4	4	4	3	3	72
22	Afwan Lutfi	4	4	4	3	3	72
23	Mardiana Tasya	4	4	4	3	3	72
24	Siti Nurhajjah	4	4	4	4	3	76
		TOTAL					1440

C. Assessment indicator of speaking in pre test VIII-13

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Ahmad Rojali	2	2	2	2	2	40
2	Saat Al Habib	2	2	2	2	2	40
3	Tino Suharya	2	3	2	2	2	44
4	Ulfa Maysaroh	2	3	3	2	2	48
5	Juita Siregar	2	3	3	2	2	48
6	Ayu Rizanna	2	3	3	2	2	48
7	Frendi	2	3	3	2	2	48
8	Marlina Hasibuan	3	3	3	2	2	52
9	Zuhriani	3	2	3	2	2	52
10	Juwita Siregar	3	2	3	2	3	52
11	Arizki Nur Aminah	3	3	3	2	2	52
12	Rizki Khairani NST	3	3	3	2	3	56
13	Idram Mahroji	3	3	3	2	3	56
14	Feni Astuti Hasanah	3	3	3	2	3	56
15	Rohmadia Siregar	3	3	3	2	3	56

16	Rizka Harahap	3	3	3	2	3	56
17	Ryan Aditya	3	3	3	2	3	56
18	Fitriana Harahap	3	3	3	2	3	56
19	Nur Fadila	3	3	3	3	3	60
20	Yeni Salimah	3	3	3	3	3	60
21	Muhammad Arjun	3	4	3	3	3	64
22	Roslina Sari Harahap	3	4	4	3	3	68
23	Nisa Amelia	3	4	4	3	3	68
24	Sulaiman Simamora	3	4	4	3	3	68
25	Iqbal Rahman	3	4	4	4	3	72
26	Halimatusaddiah	3	4	4	4	3	72
		TOTAL					1448

D. Assessment indicator of speaking in post test of experimental class

VIII-11

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Wani Pinta Sari	3	3	3	2	3	56
2	Abdul Khoir	3	3	3	3	3	60
3	Iwan Syahdani	3	4	3	3	3	64
4	Nur Ainun	3	4	3	3	3	64
5	Myhammad Zafar	3	4	3	3	3	64
6	Hasrun Rois	3	3	4	3	3	64
7	Eva Mora	3	3	4	3	3	64
8	Febriana Ryzki	3	4	4	3	3	68
9	Hapsari Indah	3	4	4	3	3	68
10	Hotmartua	3	4	4	3	3	68

11	Melisa Arianti	4	4	3	3	3	68
12	Nanda Sari	4	4	4	3	3	72
13	Rahmad Fauzi	4	4	4	3	3	72
14	Abdul Ali	4	4	4	3	3	72
15	Husein Fahmi	4	3	4	4	3	72
16	Syahreni Siregar	4	3	4	4	3	72
17	Anita Yusni	3	4	4	4	3	72
18	Laila Safitri	3	4	4	4	3	72
19	Rahmadani	4	4	4	4	3	76
20	Sakinah Mawaddah	4	4	4	4	3	76
21	Winda Sari	4	4	4	4	3	76
22	Masyitoh	4	4	5	4	4	80
23	Muhammad Fadli	4	4	5	4	4	80
24	Riszani Ayumi	4	5	5	4	4	84
25	Rosanna Dewita	4	5	5	4	4	84
26	Fatimah Azzahra	4	5	5	4	4	84
27	Maisaroh Rahmadhani	4	5	5	4	4	84
		TOTAL					1940

E. Assessment indicator of speaking in post test of control class VIII -12

No	Name Of Students	Score					Total x 4
		Ace	Gra	Voc	Flu	Com	
1	Hari Hamonagan	2	3	3	2	2	48
2	Riswan Syaputra	2	3	3	2	2	48
3	Zulkifli	3	3	2	3	3	56
4	Sori Azhari	3	3	2	3	3	56
5	Doni Asmara	3	2	3	3	3	56

6	Siti Kholijah	3	3	3	3	3	60
7	Ilham Rahmadhani	3	3	3	3	3	60
8	Anwar Siddiq	3	3	3	3	3	60
9	Nisma Fitria Yulia	3	3	3	3	3	60
10	Juhriani	3	3	3	3	3	60
11	Siti Salbiah	3	4	3	3	3	64
12	Amir Mahmud	3	4	3	3	3	64
13	Rukiah	3	3	4	3	3	64
14	Syahreni	3	3	4	3	3	64
15	Aziz Ahmad	3	3	4	3	3	64
16	Indah Lestari	4	3	3	3	3	64
17	Robiah Anna Sari	4	3	3	3	3	64
18	Rifki Al Fatah	4	4	3	3	3	68
19	Intan Purnama Sari	4	4	3	3	3	68
20	Nur Aida	4	4	4	3	3	72
21	Rizki Hamdani	4	4	4	3	3	72
22	Afwan Lutfi	4	4	4	3	4	76
23	Mardiana Tasya	4	4	4	4	3	76
24	Siti Nurhajjah	4	4	4	4	3	76
		TOTAL					1520

Appendix 12

Comparison Score of Students' Speaking Ability in Pre Test and Post Test

A. Comparison Score of Students' Speaking Ability in Pre Test (Experimental Class And Control Class)

No	Name	Result Of Experiment Class	Name	Result Of Control Class
1	Wani Pinta Sari	44	Hari Hamonagan	44
2	Abdul Khoir	48	Riswan Syaputra	48
3	Iwan Syahdani	48	Zulkifli	52
4	Nur Ainun	52	Sori Azhari	52
5	Muhammad Zafar	52	Doni Asmara	52
6	Hasrun Rois	52	Siti Kholijah	56
7	Eva Mora	52	Ilham Rahmadhani	56
8	Febriana Ryzki	56	Anwar Siddiq	56
9	Hapsari Indah	56	Nisma Fitria Yulia	56
10	Hotmartua	56	Juhriani	56
11	Melisa Arianti	56	Siti Salbiah	60
12	Nanda Sari	56	Amir Mahmud	60
13	Rahmad Fauzi	60	Rukiah	60
14	Abdul Ali	60	Syahreni	60
15	Husein Fahmi	60	Aziz Ahmad	60
16	Syahreni Siregar	60	Indah Lestari	60
17	Anita Yusni	60	Robiah Anna Sari	64
18	Laila Safitri	60	Rifki Al Fatah	64
19	Rahmadani	64	Intan Purnama Sari	64
20	Sakinah Mawaddah	64	Nur Aida	68

21	Winda Sari	68	Rizki Hamdani	72
22	Masyitoh	68	Afwan Lutfi	72
23	Muhammad Fadli	72	Mardiana Tasya	72
24	Riszani Ayumi	72	Siti Nurhajjah	76
25	Rosanna Dewita	72		
26	Fatimah Azzahra	76		
27	Maisaroh Rahmadhani	76		

**B. Comparison Score of Students' Speaking Ability in Post Test
(Experimental Class And Control Class)**

No	Name	Result Of Experiment Class	Name	Result Of Control Class
1	Wani Pinta Sari	56	Hari Hamonagan	48
2	Abdul Khoir	60	Riswan Syaputra	48
3	Iwan Syahdani	64	Zulkifli	56
4	Nur Ainun	64	Sori Azhari	56
5	Muhammad Zafar	64	Doni Asmara	56
6	Hasrun Rois	64	Siti Kholijah	60
7	Eva Mora	64	Ilham Rahmadhani	60
8	Febriana Ryzki	68	Anwar Siddiq	60
9	Hapsari Indah	68	Nisma Fitria Yulia	60
10	Hotmartua	68	Juhriani	60
11	Melisa Arianti	68	Siti Salbiah	64
12	Nanda Sari	72	Amir Mahmud	64
13	Rahmad Fauzi	72	Rukiah	64
14	Abdul Ali	72	Syahreni	64

15	Husein Fahmi	72	Aziz Ahmad	64
16	Syahreni Siregar	72	Indah Lestari	64
17	Anita Yusni	72	Robiah Anna Sari	64
18	Laila Safitri	72	Rifki Al Fatah	68
19	Rahmadani	76	Intan Purnama Sari	68
20	Sakinah Mawaddah	76	Nur Aida	72
21	Winda Sari	76	Rizki Hamdani	72
22	Masyitoh	80	Afwan Lutfi	76
23	Muhammad Fadli	80	Mardiana Tasya	76
24	Riszani Ayumi	84	Siti Nurhajjah	76
25	Rosanna Dewita	84		
26	Fatimah Azzahra	84		
27	Maisaroh Rahmadhani	84		

Appendix 13

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592

-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

Appendix 15

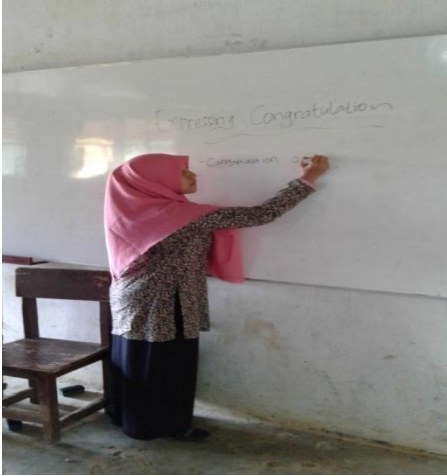
Percentage Points of the t Distribution

Two Tail Test						
	0,50	0,20	0,10	0,05	0,02	0,01
One Tail Test						
Dk	0,25	0,10	0, 005	0,025	0,01	0,05
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831

22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 16

PHOTO RESEARCH





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihatang 22733
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SURAT KETERANGAN LULUS MUNAQASYAH

Nomor : 2141 /In.14/E.4c/PP.00.9/11/2017

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Anggi Laila Dzikhrah
Nim : 13 340 0080
Jurusan : Tadris/ Pendidikan Bahasa Inggris / TBI
Alamat : Panyabungan

benar lulus **Ujian munaqasyah Skripsi** Institut Agama Islam Negeri (IAIN) Padangsidempuan pada tanggal **14 November 2017** dengan nilai **78,25 (B)** dan memperoleh yudisium **Amat Baik** dengan Indeks Prestasi Kumulatif (IPK) **3,38**.

Dernikian surat ini dibuat, atas perhatian dan tindaklanjut dari Bapak kami ucapkan terimakasih.

16 November 2017
a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lelya Hilda, M.Si.
NIP. 19730920 200003 2 002

42/In.14/E.6a/PP.00.9/09/2016

Padangsidempuan, 27 September 2016

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Zainuddin, S.S., M.Hum (Pembimbing II)

di-
Padangsidempuan

Assalamu 'Alaikum Wr. Wb

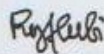
Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Anggi Laila Dzikriah
Nim. : 13 340 0080
Jurusan : Tadris Bahasa Inggris-3
Judul Skripsi : **The Effect of Suggestopedia Method On The Students' Speaking Ability at Grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap.**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

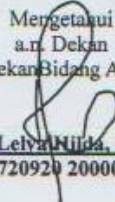


Rayendriani Fahmei Lubis, M. Ag
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Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

Mergetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

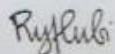


Dr. Lelva Nilda, M.Si
NIP.19720920 200003 2 002

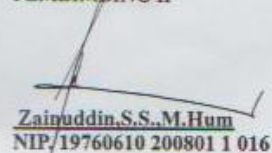
Pernyataan Kesediaan Sebagai Pembimbing

~~BERSEDIA/TIDAK BERSEDIA~~
PEMBIMBING I

~~BERSEDIA/TIDAK BERSEDIA~~
PEMBIMBING II



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Nomor : B - 1325 /In.14/E.4c/TL.00/08/2017

Hal : Izin Penelitian
Penyelesaian Skripsi.

Agustus 2017

Yth. Kepala MTsN Model Padangsidempuan
Lokasi Ujung Gurap
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Anggi Laila Dzikriah
NIM : 13 340 0080
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Panyabungan

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect Of Suggestopedia Method Toward Students' Speaking Ability At Grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang Akademik
Dr. Letya Hilda, M.Si.
NIP. 19720920 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PADANGSIDIMPUAN
MADRASAH TSANAWIYAH NEGERI MODEL PADANGSIDIMPUAN
Jl. Sutan Soripada Mulia No. 27 Telp (0634) 21641 Fax. 21641 Padangsidimpuan 22715

SURAT KETERANGAN

Nomor: B- 37 /Mts.02.20/PP.00.5 /08/2017

Yang bertanda tangan dibawah ini :

Nama : Zamil Hasibuan, S.Ag M.Pd
NIP : 197202101992031001
Jabatan : Kepala
Unit Kerja : MTsN Model Padangsidimpuan
Alamat : Jl. Sutan Soripada Mulia No. 27 Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : Anggi Laila Dzikhiah
NIM : 13 340 0080
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / TBI
Alamat : Panyabungan

adalah benar telah melaksanakan penelitian di MTsN Model Padangsidimpuan dengan judul:
" The Effect Of Suggestopedia Method Toward Students' Speaking Ability At Grade VIII MTsN
Model Padangsidimpuan Lokasi Ujung Gurap"

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Padangsidimpuan, 22 Agustus 2017

Kepala

