THE USE OF SUGGESTOPEDIA AS A LEARNING METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE OF SMA PERINTIS 1 BANDAR LAMPUNG

A THESIS

By:

CHYNTIA REFORNITA

19113016

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF ARTS AND EDUCATION

UNIVERSITAS TEKNOKRAT INDONESIA

BANDAR LAMPUNG

2023

DECLARATION OF FREE PLAGIARISM

This is to certify to the best of my knowledge, the content of this thesis is my own work. This thesis has not been submitted for any degree of other purpose. I certify that the intellectual content of this thesis is the product of my own work and that all the assistance received in preparing this thesis and sources have been acknowledged.

Bandar Lampung, Juni 2023

Chyntia Reformita

APPROVAL PAGE

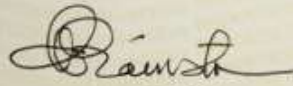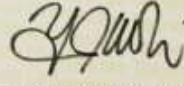|	
Title	: THE USE OF SUGGESTOPEDIA AS A LEARNING METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE OF SMA PERINTIS 1 BANDAR LAMPUNG
Name	: Chyntia Refornita
NPM	: 19113016
Study Program	: English Education
Faculty	: Arts and Education
Institution	: Universitas Teknokrat Indonesia

Approved by

Advisor Committee

Head of Study Program,

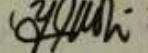Dr. Afrianto, S.S., M.Hum
NIK. 023071001

Advisor,

Achmad Yudi Wahyudin, S.Pd., M.Pd
NIK. 0223039001

VALIDATION PAGE

Accepted and Validated by

The Board of Examiners

English Education Study Program

Faculty of Arts and Education

Universitas Teknokrat Indonesia

On June 19th, 2023

Board of Examiners

Chairman   : Achmad Yudi Wahyudin, S.Pd., M.Pd   (   )
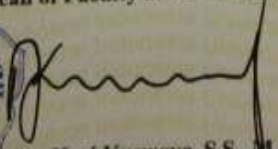
NIDN   : 0223039001

Examiner   : Lulud Oktaviani, S.Pd., M.Pd   (   )

NIDN   : 0205109002

Dean of Faculty of Arts and Education,

Dr. Heri Kuswoyo, S.S., M.Hum,

NIK. 023080701

iv

ACKNOWLEDGEMENT

Bismillahirahmanirrahim

Praise to Allah SWT, the Most Merciful, the Lord of the Universe, finally i could accomplish this thesis. Shalawat and Salam, praise to Rasullah SAW, the Messenger, and the One who brings human life to englightment. This thesis is arranged as one of the requirements to achieve Sarjana Degree at Universitas Teknokrat Indonesia. The accomplishment of this thesis could not be achieved without the contribution of some great persons. Therefore, in this opportunity, i would like to deliver my sincere gratitude to:

1. Dr.H.M. Nasrullah, S.E., M.B.A, Rector of Universitas Teknokrat Indonesia.
2. Dr. Heri Kuswoyo, SS, M.Hum., Dean of Faculty of Arts and Education Universitas Teknokrat Indonesia.
3. Dr. Afrianto, S.S., M.Hum., Head of English Education Faculty of Arts and Education.
4. Achmad Yudi Wahyudin, S.Pd., M.Pd., My Advisor.
5. Lulud Oktaviani, S.Pd., M.Pd., My Examiner
6. My Parents as my motivation to finished this thesis.
7. The Lecturers and staff of Faculty of Arts and Education Universitas Teknokrat Indonesia.
8. All people who have been influential in the accomplishment of this thesis.

Bandar Lampung, Juni 2023

Chyntia Refornita

MOTTO

Feel the fear and do it anyway

~ Tamara Mellon

DEDICATION

I dedicated this thesis for my colleagues, educators, teachers, instructors who are committed to improving teaching practices and students' learning achievement.

ABSTRACT

This study aims to improve students' speaking skills and reduce the level of students' speaking anxiety using the suggestopedia method in grade eleven at SMA Perintis 1 Bandar Lampung. This study used a quantitative method with a pre-experimental one-group pretest post-test design. This study used data collection techniques such as speaking ability tests using pretest-posttest and students' speaking anxiety tests using a questionnaire with a Likert scale. Data analysis shows a significant difference between the mean pretest scores (60.32) and the average score post-test (74.45). The results questionnaire shows three aspects those who got the initial test score on communication apprehension had a score (m=3.84), and the final test score had a score (m=1.4). The initial test score on the anxiety test had a score (m = 3.65), and the final test score had a score (m = 1.3). The initial test score on negative fear evaluation had a value (m = 3.84), and the final test score had a value (m = 1.26). It can be concluded that the findings show: (1) There is an improvement in students' speaking ability after using the Suggestopedia method. Students improved, especially in pronunciation, vocabulary, fluency, comprehension, and grammar. The Suggestopedia method makes students more relaxed, confident, and comfortable when speaking English, so the second finding shows (2) there is a reduction in students' speaking anxiety after using the Suggestopedia method. So that in this study, the suggestopedia method was considered as a method that could reduce students' speaking anxiety levels so that the positive impact can be seen from improved students' speaking ability.

Keyword: Speaking Ability, Anxiety, Suggestopedia

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1.1 Background of Study

In Indonesia, teaching English in senior high schools is currently required. Besides that, English is one of the international languages widely used in international communication in various fields, such as trade, technology, transportation, etc. Therefore, English is taught as a foreign language in many different national schools. According to Darmawan, Rusman & Wahyudin, (2020)**,** The purpose of teaching English is to improve student's communication skills, both in oral and written form, to meet a certain level of information literacy and Increase students' comprehension of language and culture while educating them about nature and the value of utilizing English to make the country more competitive in a global world.

Students have to master four skills in English, including speaking, listening, writing, and reading. From four of those skills, speaking is an essential English ability because students can use this skill for communicative purposes. (Iman, 2017). Therefore, speaking is an essential skill that requires focus, especially in senior high school.

To succeed in speaking skills, students must consider the four existing components. Based on Syarifuddin, Muhlisin & Thinh, (2022), It requires simultaneous communication to master the complex skill of speaking. Hence, it uses several abilities and develops at different speeds because speaking activities prioritize the four aspects of success in speaking are fluency, vocabulary, grammar, and pronunciation. So students must perfect the four components to communicate properly and correctly. Familiarizing students with speaking English in everyday life, especially in the classroom, can expedite and improve students' speaking skills so that the impact can

make a major contribution in improving English speaking skills because the speaking ability is the main point in learning English. In spoken language, Speaking is a communication technique that allows speakers and listeners to provide informational messages while also receiving it themselves. Of the four existing skills, students need to develop their speaking abilities to communicate with people, share information and ideas, or express themselves (Arini & Wahyudin, 2022).

However, based on the writer's experience when making observations at SMA Perintis 1 Bandar Lampung, students write more frequently than communicate because the teacher often assigns writing and reading throughout the learning process rather than practicing communicating, so many students have difficulty communicating when practicing speaking in front of the class.

According to Rao, (2019), speaking is essential for all students who wish to study English to increase confidence and find better employment opportunities. Therefore students must be ready when asked to do tasks such as discussing, making presentations, or providing ideas and opinions in front of the class to hone their speaking skills. But not all students can speak in front of the class fluently without problems.

It was discovered that the student's lack of vocabulary was a primary factor in their reluctance to communicate in front of the class, incorrect pronunciation errors, and the surrounding environment, which rarely applied speaking exercises that students were too lazy to use English (Wahyuningsih & Afandi, 2020).

According to Basri, (2019), students who study English often experience stress, or anxiety when learning English and express fear about learning English, especially when speaking English.

Speaking anxiety can occur at any time and often occurs in various places, not only in the classroom. Anxiety that often occurs is public speaking anxiety, especially when

speaking English. According to Fharoza, Nurwahidin & Sudjarwo, (2022), speaking anxiety can be defined by the level of fear experienced by a person related to communication activities between one individual and many people. Anxiety experienced by students can take the form of worry, trembling, anxiety, excessive sweating, and heart beating strong and fast so that which can hinder learning activities in class because when students feel anxious, students will find it difficult to concentrate on thinking and cannot communicate properly to convey the information requested by teachers or classmates. So many students are hindered by their abilities.

Yusan & Aminatun, (2013) Stated that speaking anxiety is a person's anxiety when in a discussion that requires a person to use certain words; this is due to a lack of skill level and speaking practice in English class. Cohen & Norst, (1989) investigated students' speaking anxiety, which often occurs when they are in a situation that requires students to appear in front of their peers or in front of their teachers. The anxiety experienced can be caused by trauma, humiliation, and frustration and can be through physical responses as well.

To succeed in speaking skills, students must reduce their speaking anxiety level, but their speaking skills also depend on how the teacher teaches and what method the teacher will use in class.

According to Sulaiman, (2021), the teacher uses the learning method as a guide to creating a desired learning process to realize related student learning activities with the teacher's teaching activities in the classroom. So that in this study, the writer had to choose a learning method that could help reduce student anxiety levels. English learning methods must be carried out effectively and efficiently. The methods used must be interesting so that students are interested in learning because an interesting and effective learning process can provide good results for students, which means the use of appropriate learning methods can help reduce anxiety levels speaking and improve

speaking skills. The writer chose one of the English learning methods to be used for this study, namely suggestopedia.

Suggestopedia was developed by a Bulgarian educational psychiatrist named George Lozanov in 1975. Suggestopedia is a method used for special learning that comes from suggest ology mentioned by Luzanov as "*Science concerned with the systematic study of the nonrational and nonconscious influences*" Suggestopedia can make learning more optimal. The media in suggestopedia are decorating, arranging space in the classroom, using music, and the authoritative behavior of a teacher (Bakhromova & Ergashev, 2022).

Based on Guthrie, (1988), suggestopedia has six important components, namely (1) authority; the teacher's ability and mastery of the material being taught, (2) infantilization; the roles of teachers and students are like parents and children so that students receive authority from the teacher, (3) double-planned ness; verbal and non-verbal communication such as enthusiasm stimulation that is created from a comfortable classroom and a good teacher's personality, (4) intonation; different intonations that dramatize, voices that are calm and soft so that they affect students emotionally, (5) rhythm; learning followed by rhythm to stimulate inner comfort and activate students' right brain, and (6) concert' pseudo passiveness; At this stage students are brought into a very relaxed situation but remain conscious and not asleep to train students' memory. Of the six components, the suggestopedia method aims to avoid students' negative thinking patterns, for example, the assumption that speaking English is difficult so that fear arises, hindering students' abilities.

In this study, the writer uses the suggestopedia method to create positive suggestions in the classroom so that students can feel calm and easily absorb learning to speak. The positive directions the writer gives are accompanied by music and rhythm, which will assist the writer in creating knowledge that students like because it eliminates fear and inability to learn something new.

The learning material used in the suggestopedia method is adapted to the curriculum implemented at SMA Perintis 1 Bandar Lampung, namely the 2013 curriculum. Following the 2013 curriculum, teaching speaking in senior high school is based on various kinds of text, including recount text. According to Mediska & Adnan, (2019), Texts that retell past experiences or incidents are known as recount texts. With this material, Students must be able to articulate what they are experiencing clearly and accurately.

To address the present issues of these backgrounds, the writer is interested in research on improving students' speaking ability and reducing the anxiety that occurs when speaking English in the eleventh grade of SMA Perintis 1 Bandar Lampung. Therefore the writer conducted a study entitled "The Use of Suggestopedia as a Learning Method to Improve Students' Speaking Ability at Eleventh Grade of SMA Perintis 1 Bandar Lampung".

1.2 Research Questions

Based on the background of the research described, the writer formulated the research problem as follows:

1. Does the use of the suggestopedia method improve students' speaking ability at Senior High School Perintis 1 Bandar Lampung?

2. Does the use of the suggestopedia method reduce students' speaking anxiety at Senior High School Perintis 1 Bandar Lampung?

1.3 Research Objectives

Based on the problems from the research above, the writer formulated the objectives of the study that the writer is currently researching as follows:

1. To find out whether or not the suggestopedia method improves students' speaking ability at Senior High School Perintis 1 Bandar Lampung.

2. To find out whether or not the suggestopedia method reduces students' speaking anxiety at Senior High School Perintis 1 Bandar Lampung.

1.4 The Uses of Study

The results of this research are expected to provide great benefits through two kinds of existing research benefits, namely theoretical benefits and practical benefits.

a. Theoretically

The results of this study are expected to become a basis for reducing speaking anxiety effectively by using the suggestopedia method as a learning medium that can emphasize the development of language skills so that it is expected to be able to improve speaking ability in the field of English education. The findings of this study are expected to confirm the theoretical significance for educators, especially in the field of English, to find out the problems experienced in teaching speaking. The results of this study are expected to be an opportunity to understand teaching procedures to produce English learners.

b. Practically

The results of this study might be useful for educators in finding alternative learning methods to improve students' speaking skills. The benefits for students are that it helps them reduce their speaking anxiety, improves their speaking skills in front of the class, and encourages their interest in English lessons. Further benefits can be a reference for further researchers with the same problem.

1.5 Scope of Study

This research aims to confirm and validate whether the suggestopedia method can improve students' speaking ability and reduce students' speaking anxiety in English classes. Through this research, the writer measures students' speaking ability using the pretest-posttest and measures students' speaking anxiety using a speaking anxiety questionnaire. This research was carried out in the eleventh grade of SMA Perintis 1 Bandar Lampung.

CHAPTER 2

LITERATURE REVIEW

2.1 Previous Studies

To assist in this research, the writer take several sources from previous research as comparisons and references in current writing, including:

The first previous study was conducted by Suprapto & Kurniawan, (2020). This study aims to improve students' rhetorical abilities using the suggestopedia method. This study uses a qualitative descriptive method to describe the means of learning rhetoric by applying the suggestopedia method. The research was done in the classroom A Indonesian Education Study Program, Faculty of Teacher Training and Education, University of Bengkulu, Academic Year 2018/2019. The results of this study are evidenced by the analysis of learning data in cycle II using the suggestopedia method when given treatment; the results obtained were 37 students getting scores above 70 and learning success of 92.5%. This research was stopped only in the second cycle because the indicators had been reached. So after this study, there are advantages to using the method suggestopedia in learning speaking skills, such as self-confidence and student enthusiasm in learning rhetoric improvement as evidenced by the activities of students who feel comfortable speaking. Thus having a positive impact on power imagination students.

On the other hand, the second research was conducted by Deswarani, (2021). This research was conducted to determine the effect of the Collaborative Suggestopedia Method and Audio Visual Media on the Speaking Ability of English Department Students at STAI Hubbul Wathan Duri. This research uses instrument speaking ability tests to collect data and analyzes data using Pearson Product Moment Correlation (SPSS). The results of the data analysis show the significance level is 5% = 0.05

because this study used an oral test and F significant change = 0.04. The degree of correlation between the suggestopedia method and audiovisual media on students' speaking ability is 0.689. Category between $0.5 \leq r < 0.75$ strong. So, based on the value of the formula's correlation coefficient (r), 0.689 is strong. So it can be concluded that the summary suggests that collaborative methods and audiovisual media strongly contribute to students' speaking ability.

The third research was conducted by Pali & Rando, (2020). This study aims to determine students' reading comprehension competency level using the suggestopedia method based on Sasando instrumental music. This research uses classroom action research. This research is carried out in collaboration between researchers and English teachers. This study used 27 students of class 5 A as a sample. Data collection techniques in this study using the pre-test, post-test, and observations, as evidenced by the results of data analysis, showed an increase in scores of 72.22% from the pre-test cycle I. There was an increase of 83.81% from cycle I to cycle II. So the conclusion of this study is that the suggestopedia method based on instrumental music sasando has succeeded in becoming an effective method in learning reading comprehension.

The fourth research was conducted by Syarifuddin, Muhlisin & Thinh, (2022). This study aims to examine the efficiency of suggestopedia-based language learning to improve students' speaking skills from the educational background of teachers in secondary schools. This study uses a quantitative approach to research experiments using an equivalent pretest and posttest control group design. This study used two classes, namely the experimental class, which was given the SBLL treatment, and the control class, existing instructional activities (the principle of eclectic learning) with a total of 75 junior high school students as the research sample. Data collection techniques in this study used speaking tests as pretest and posttest. The teacher's educational background variable is an auxiliary variable affecting students' speaking ability. The criteria used in this case are Very High (Bachelor of Education), High

(Bachelor of Education), Moderate (Bachelor of Education), and Low (Bachelor of Non-Education). The results of this study indicate that the students' speaking skills in the experimental group obtained an average score of 71.36 which successfully passed the maximum score criterion of 70. So the conclusion is that the use of SBLL positively impacts students' speaking skills in high school, and interactions were found between the background of teacher education and the use of SBLL in improving students' speaking skills in secondary schools.

The last previous study was conducted Chandra, Yuneva & Utami, (2020). This research aims to increase students' reading comprehension of narrative texts by applying the suggestopedia method. This research used the classroom action research method, which was carried out in two classes and became the Subject. This study is a Grade II Student at the Bengkulu Pancasila Islamic Boarding School in the Academic Year 2017/2018. Data collection techniques used in this study were observation sheets, interviews, questionnaires, and pretest-posttest. The results of this study are proven from the pretest-posttest results, which showed a significant increase. The average pretest score obtained was 54.05meaning that as much as 11.11% of all students passed the learning outcomes (KKM = 75). The average value of posttest 1 is 72.94, The average value of posttest 2 is 82.77. It was proven that 44.44% of students passed (KKM = 75). The average value of posttest 2 is 82.77 to get the percentage as much100% of students who get the score above (KKM = 75). So it can be stated that there was an increase from the first cycle to the second cycle based on the learning process. This research concludes that the suggestopedia method succeeded in helping students better understand narrative texts, makes a solid contribution to students' speaking ability, improves reading comprehension, and is an effective method for English skills.

The previous research used the Suggestopedia method to improve students' learning skills and reduce students' speaking anxiety. Therefore, the writer wanted to do further

research using Suggestopedia to improve students' speaking ability and reduce their speaking anxiety. The writer wants to know whether there is significance between students' speaking ability and their anxiety after using the suggestopedia method in eleventh grade at Senior High School Perintis 1 Bandar Lampung.

2.2 Theoretical Framework

2.2.1 Concept of English Speaking

In the era of globalization, English is used all over the world as an international language. Several countries have incorporated foreign language communication skills into their lifelong learning goals to meet the competition in the 4.0 era. Speaking English is always used in many fields, such as tourism, education, and business; communication with people needs to be done face to face, and speaking is regarded as the most important of the several language skills (Chien, Hwang & Jong, 2020).

English is the language studied the most globally- about 20% of the world's population speaks the language. Knowing to speak English can open up the possibility of traveling more easily, communicating with more people, and even getting a better job. Speaking English fluently will give students many advantages in today's modern world. Speaking English not only makes students gain prestige but can also make them confident (Zuhroh, 2022).

To master speaking, learners need to master four speaking components: fluency, vocabulary, grammar, and pronunciation (Binus, 2018). Fluency is the first skill required. Students' ease and confidence in speaking English determines students Fluency level. Vocabulary is the second required skill. The words students need to express themself are in students' vocabulary. A good speaker is one who continually adds to their vocabulary. Students' English language skills will be more comprehensive with the more exciting terms they know. Reading in English and taking notes on each new term students find in students vocabulary notebooks is the best approach to expanding students' vocabulary. Grammar is the third required ability. The fewer

grammar mistakes speakers make, the higher their speaking ability will be. A competent speaker can use something other than perfect grammar. Pronunciation is the fourth skill required to speak English. Pronunciation is a difficult subject with some useful sub-skills. In general, a speaker can communicate and be understood. Proficient speakers can use pronunciation subskills to emphasize and enhance the communicative effectiveness of their speech. The emphasis of words and phrases, intonation, rhythm, and the use of certain speech sounds are all sub-skills of pronunciation

2.2.2 Concept of Teaching Speaking

Teaching is the process of helping someone in acquiring something, providing instructions, and directing them as they pursue an educational goal. Teaching is also a process of guiding and facilitating learning, enabling learners to learn, and setting conditions for learning. A theory of teaching suggests that utilized knowledge of the learners and the subject being studied would provide the way to a successful procedure on any particular day for confident learners under specific learning limitations. The most challenging skill for instructors to teach is speaking. Children may convey their intents or reactions, express their feelings, and learn new words through language exploration, so they hope to be able to do the same in their English language. Part of the magic of teaching young children a foreign language is their unspoken assumption that a foreign language is just another way of expressing what they want to express but that there are limitations due to the lack of actual language. In conclusion, speaking is a spoken language expressed directly to communicate in English (Ningsih, 2017).

Teaching speaking strategies is an important aspect of the teaching and learning process. The teaching and learning strategy process must be carried out by both teachers and students so that learning activities become effective and efficient. A teacher must adapt and vary teaching speaking techniques. Techniques that can be used include free talk, retelling, storytelling, description of a picture, speech contest acting and speaking. Many students often struggle to talk with their teachers; the teacher must

first design strategies that students follow in learning activities. Teachers must be able to choose the right strategy for teaching. The teacher's strategy can overcome students' difficulties when they try to express their ideas in speaking (Ratna Sari & Zainil, 2020).

2.2.3 Concept of Suggestopedia

Suggestopedia is a learning method that can influence students. Suggestopedia can be done by playing music at a more superficial level to create a feeling of being enjoyed and relaxed in learning for students. The suggestopedia method is used to relax students by adding posters containing information on positive impacts in the room. This method makes the atmosphere in learning more interesting and fun both in terms of language and communication, and a suggestion is a situation that can influence and take over student concentration to develop positive progress. Students do not feel bored and can help remember lessons and generate enthusiasm for students to learn so that the learning process will be achieved because suggestopedia is an alternative way to optimize communication skills for students (Mushfi & Arifah, 2022).

According to Richards & Rodgers, (1999); quoted by Suyadi, (2021), there are four characteristics of the suggestopedia method, namely:

1. *Decoration* is a characteristic that requires teachers to use their creativity to change the classroom situation by decorating the class so that learning activities can attract students' attention during the teaching and learning process.

2. Furniture is the equipment needed during the learning process to help students create comfort in the teaching and learning process, such as tables, chairs, blackboards, markers and others.

3. Classroom arrangement, students can arrange their placement of class chairs to avoid feeling bored and make learning more interesting.

4. The teacher uses Baroque music to be heard by students as therapy. Classical music can create positive emotional reactions about remembering programs during the learning process and bring students into an optimal mental state to acquire material easily.

As stated by Bancroft in Tarigan, (2009); quoted by Kurniawan, (2019) states that there are 6 elements in the suggestopedia method, namely:

1. Authority is a teacher's ability and mastery of the material to make students feel confident about themselves.
2. Infantilization is a role as if students are small children who get authority because learning like this will free students from the shackles of more intuitive learning.
3. Dual communication is verbal and non-verbal communication that provides encouragement from the state of the classroom and is obtained from the personality of a teacher.
4. Intonation is the high and low voice used by the teacher, such as a soft and calm voice, so that it can stimulate students' emotions.
5. *Rhythm* is a lesson accompanied by rhythm to create a safe and comfortable atmosphere that can stimulate students' right brains.
6. The pseudo-passive state is in this element. Students are made to feel relaxed but not asleep while listening to classical music rhythms to train students' memory.

As Stated Lozanov, (1978), p. 5; quoted by Supraba, (2021), there are five principles in the suggestopedia method, namely:

1. Comfortable environment. Environment facilitated with comfort and a relaxed feeling in the learning process.
2. Positive suggestion. This suggestion can be made in two ways, namely, directly and indirectly. Suggestions given directly can be in the form of encouragement from the teacher stating that students will succeed. Whereas indirect suggestions can be given in a suitable classroom setting accompanied by soft music. Learning will run effectively and efficiently when the teacher gives between these two suggestions.
3. Use of music. The music played will provide mental relaxation and develop students' mental potential. The music played will help activate alpha waves in

the student's brain and can achieve certain relaxation conditions so that students more easily receive input from the teacher.

4. Errors are tolerated. In this condition, student mistakes such as pronouncing words will be tolerated.

5. Encourage students. The teacher will encourage self-confidence so that students will become successful students because self-confidence will foster students' feelings about enthusiasm for learning.

2.2.4 Procedure of Teaching Speaking Through Suggestopedia

Using the method is very important in learning to speak because it can make it easier for the teacher to provide material to students. One of the methods that can be used is suggestopedia. *Suggestopedia* is a method that uses music or video in the teaching and learning process. The use of the suggestopedia method in learning to speak is very necessary. Suggestopedia can motivate more students' mental potential to learn, which is obtained with suggestions because, with this method, the teacher can provide a relaxed situation so that students can obtain material easily. With music, students can imagine and then describe their imagination to others. From the activities on Suggestopedia, students can master speaking learning material better (Astutik, 2019). Suggestopedia is a method of learning that uses classical music. With classical music, students will feel comfortable and relaxed in class. When the students relax, the teacher starts making suggestions about teaching the material while letting the students listen to it without doing anything. Teachers who want to use Suggestopedia must be able to convey teaching materials using flowery language. In this suggestopedia method, students are freed from their thoughts in imagining something and hoping not to worry, saying something of their mind accompanied by music, pictures, and other teaching media. They were asked to enjoy participating in the lesson so that it would be easy for them to answer every question given and do every task given in a comfortable atmosphere created in the class environment. Suggestopedia helps students to feel

relaxed and enjoyable when learning rather than conventional learning. The steps of the suggestopedia method are:

1. Presentation Stage

   The purpose of the presentation is to help students feel relaxed and think in a positive direction, with the feeling that learning will be easy and fun. At this stage, the writer will give positive suggestions to make students relax and assume that learning English is fun and easy. Positive suggestions can be in a tagline such as "Learn English, a way to success" or "English is easy". This tagline will be carried out simultaneously in a compact manner at the beginning of learning so that students will feel more enthusiastic about starting learning because they have mobilized their voices compactly and enthusiastically, which will certainly provide more positive energy.

2. Active Concert

   This stage uses a dynamic presentation of the material to be studied. For example, in English, there is a dramatic reading of a text accompanied by classical music. At this stage, the writer will introduce material in the form of recount text by explaining the meaning of recount text, the types of recount text, the structure of recount text, and the characteristics of recount text. To introduce what recount text is, the writer use learning media like pictures that tell experiences in recreation areas to be read dramatically to students while turning on classical or romantic music.

3. Passive Concert

   Then students are asked to relax and listen to music, with the text read silently. Music is specially selected to give students the optimal mental condition for the material. The writer will provide opportunities for students to understand the material studied in the active stage of the concert. Classical or romantic music can be played back at this stage as well as the tagline given at the beginning of learning or material, aiming that everything done repeatedly will be easy to remember and memorable for students.

4. Practice

Various games, such as puzzles and others, are used to review and consolidate student learning. In the final stage, namely practice; at this stage, the writer will utilize some of the images and recount text provided and ask students to do exercises to review students' understanding of the material that has been explained (Mammatovna & Jumanazarovich, 2022).

2.2.5 The Concept of Recount Text

A *recount text* is a text that retells memories of an event that happened in the past. According to Srihandayani & Marlina, (2019), recount text is a type of story with a simple section between characters and events as in narrative text. Recount text only tells events as they happened chronologically. It means this text only tells an event or experience that has happened in the past. It starts with how it happened and ends.

Mediska & Adnan, (2019) Mentions that recount text have 3 types of generic text structures: orientation, events and reorientation.

1. Orientation is the opening of the text or the beginning of the story by introducing the topic of the text and giving background information about what, who, when and where.

2. Events are a generic text structure with paragraphs that tell events that have occurred based on the actual chronology and the last.

3. *Reorientation* is the part that concludes the whole story and contains comments and suggestions from the writer.

According to Sianipar, Sianturi & Situmorang, (2020), two types of recount text are used: personal and factual. The two types of text have different meanings. A *personal recount* is a repetition text that recounts personal experiences that have occurred in the past. In contrast, a factual recount is a text that recounts an event in fact or happened.

2.2.6 Concept of Anxiety

Anxiety is a state of feeling unpleasant and accompanied by physical sensations that warn the sufferer's body about the presence of danger. Conditions such as Anxiety are challenging to describe and detect with precision. However, the sufferer can feel Anxiety, such as Anxiety, constantly worried about the dire conditions and circumstances that will occur to the sufferer (Mahfud & Gumantan, 2020).

Anxiety is a psychological disorder that often occurs in the general public, from small children to adults. Many people are not aware of the emergence of Anxiety. Many people think that the Anxiety they experience is a mental disorder, and some people with Anxiety do not realize they are experiencing it. People with Anxiety will have difficulty living normally, like society in general. Suppose Anxiety is left unchecked and continues continuously. In that case, it will cause worry that can interfere with daily activities, reduce achievement in the academic field, and even affect the quality of life and the psychological condition of people suffering from Anxiety (Risfia, Maharani & Dewi, 2022).

According to Miskam & Saidalvi, (2018), anxiety in speaking has several factors, such as fear of communication, fear of negative evaluation, and anxiety tests, which will be explained as follows:

1. Fear of Communication

   Communication apprehension was defined as verbal communication apprehension (Horwitz, 1991). McCroskey, (1997) Explained that communication fear is a person's fear or anxiety related to factual communication. "Signs of individual personality, namely feelings of shyness, not saying much, or reluctance, are one of the triggers for fear of communication. Based on McCroskey & Anderson, (1976), communication apprehension has been hypothesized to harm learners' performance in communication-based classes, especially foreign language teaching. This

17

communication anxiety is thought to have a debilitating impact on language learners and can negatively influence language anxiety cited (Miskam & Saidalvi, 2018).

2. Fear of Negative Evaluation

According to Horwitz, (1986), fear of negative evaluation is fear of evaluation given by others, avoidance of evaluative circumstances and the notion that other people will give negative self-evaluations. Using a foreign language or as a second language is marked as a case that some learners evaluate. Most are worried about depicting inappropriate social cases against themselves, especially about awareness of the lack of linguistic competency needed to create language cited (Miskam & Saidalvi, 2018).

3. Test Anxiety

Submitted by Horwitz, (1991), Test anxiety focuses on performance anxiety that stems from a fear of failure. Test anxiety has four phases; the first is the anticipation of the exam. Namely, students will evaluate their planning, initial knowledge, and exam difficulty level and estimate their possible appearance. Then students will feel anxious and afraid when they find out they will fail the exam (Balemir, 2009). In the second stage of exam preparation, students will start planning exams, paying attention to their effectiveness, and test preparation. Students make ineffective demands on themselves, and they feel grades that are less than the very good category will only be accepted by anxious students if the grades they get are good enough for others (Namsang, 2011). The third stage is doing exams, where students feel frustrated and depressed caused by anxiety. The last stage is usually identified by students' negative perceptions of the test cited by (Miskam & Saidalvi, 2018).

CHAPTER 3

METHODOLOGY

3.1 Research Design

In this study, the writer used a quantitative approach using a pre-experimental one-group pretest-posttest design. According to Nuryanti, (2019), one group pretest-posttest design is an experiment that is used only in one group without a comparison group. This research was conducted in the eleventh grade of SMA Perintis 1 Bandar Lampung by giving tests in the form of a pretest which was carried out before receiving treatment, and a posttest which was carried out after receiving treatment to know the use of the suggestopedia method in improving students' speaking skills. The writer also uses a speaking anxiety questionnaire to find out the use of the suggestopedia method in reducing students' speaking anxiety so that the results of using the suggestopedia method are known to be more accurate.

Table 3. 1 Research Design

$$T^1 \ X \ T^2$$

T^1 = Pretest

T^2 = Posttest

X   = Treatment Using Suggestopedia Method.

3.2 Data and Data Source

This study aims to obtain research data in the form of scores from the pretest and posttest results of speaking ability and scores taken from the speaking anxiety questionnaire. The source of data from this study was conducted in eleventh grade with a total of 31 students at SMA Perintis 1 Bandar Lampung. The writer gave a pretest at the beginning of the meeting as an initial evaluation to determine students' speaking ability before being treated using the suggestopedia method. The writer also gave a questionnaire to determine students' level of speaking anxiety before being treated

using the suggestopedia method. And then, at the end of the meeting, the writer gave a posttest due to learning progress and a questionnaire to determine whether the students' speaking anxiety decreased after using the suggestopedia learning method.

3.3 Data Collection Techniques

Data collection technique is a way of collecting data used in research. This study collected data using a pretest-posttest of students' speaking ability about personal recount text and a questionnaire consisting of 33 statements about students' speaking anxiety. Pretest and posttest were given to measure differences in students' speaking ability before and after being given treatment. Questionnaires were given to measure students' speaking anxiety before and after being given treatment.

3.3.1 Test

In collecting data, the writer uses a speaking ability test in the form of a pretest and posttest. The writer conducted research in the eleventh grade of SMA Perintis 1 Bandar Lampung through the following steps:

1. Pretest

    The pretest was given to determine students' speaking ability level before being given treatment using the suggestopedia method. At the pretest stage, the writer asks students to tell their personal experiences by making a text in the form of a personal recount which is one type of "recount text". Students must tell individually according to the provisions in the recount text, such as applying language features and generic text structures. Students are given time to memorize their respective texts and tell them in front of the class. The pretest was completed at the first meeting. During the trial, each student was given 3-5 minutes to make a presentation in front of the class using English, and the assessment was carried out according to the speaking assessment rubric.

2. Treatment

    At the treatment stage, the writer provides material in the form of recount text by applying the suggestopedia method. To apply the suggestopedia method, the

writer has carried out 4 procedures in this method; the first is the presentation stage; at this stage, the writer gives positive suggestions that make students relax and assume that learning English is fun and easy. Positive suggestions can be in a tagline such as "Learn English, the path to success" or "English is easy". This tagline is carried out simultaneously in a compact manner at the beginning of learning so that students feel more enthusiastic about starting learning because they have mobilized their voices compactly and enthusiastically, which, of course, can provide more positive energy. In the second stage, namely active concerts; At this stage, the writer introduces material in the form of recount text by explaining the meaning of recount text, the types of recount text, the structure of recount text, and the characteristics of recount text. To introduce what recount text is, the writer uses learning media in the form of pictures that tell experiences in recreation areas to be read dramatically to students while turning on classical or romantic music. In the next stage, there is a passive concert, namely the repetition stage; the writer provides an opportunity for students to understand the material studied in the active stage of the concert. Classical or romantic music can be played again at this stage as well as the tagline given at the beginning of learning or material, aiming that everything done repeatedly will be memorable for students. In the final stage, namely practice; at this stage, the writer utilizes some of the pictures and recounts text that has been provided and asks students to do exercises to review students' understanding of the material that has been explained.

3. Post-test

At the posttest stage, the writer conducted a speaking test to determine how much students' speaking skills improved. The writer asks the students to make a personal recount text according to the personal experience they have done, after that the writer gives time for the students to memorize or recall the personal recount text they have made on paper so that when telling a story in front of the class, students are not allowed to bring or read their texts—

assessment of speaking seen from pronunciation, grammar, vocabulary, fluency, and understanding. Students are given 3 - 5 minutes to tell stories during the exam. While students tell their personal stories in front of the class, the writer plays classical or romantic music to provide comfort so students avoid feeling anxious when speaking.

3.3.2 Questionnaire

In addition to giving a pretest and posttest about speaking ability, the writer gave a questionnaire consisting of 33 statements about speaking anxiety. At the beginning of the meeting, questionnaires were given twice before being given treatment to determine the level of students' speaking anxiety. At the end of the meeting, after being given treatment to find out whether the suggestopedia method could reduce students' speaking anxiety. In this study, the writer used data collection techniques like closed questionnaires. *Closed questionnaires* are presented so that the respondent only needs to put a tick (√) in the appropriate column or place. The questionnaire uses a Likert-type scale (Strongly Agree), (Agree), (Disagree), and (Strongly Disagree).

3.4 Quality of Instrument

The research instrument is a written guide regarding interviews, observations, and questions prepared to obtain information. Research instruments can be observation guides, interviews, questionnaires and documentary guidelines according to the method used, expertly (Ovan & Saputra, 2020). The instruments used in this study were to confirm and validate whether the suggestopedia method affected reducing students' speaking anxiety, increasing their English speaking ability, and seeing whether there was an effect of a relationship between the use of the suggestopedia method and speaking anxiety on students' speaking ability. The research instrument in this study was a test given to class XI students in the even semester. The research supporting instrument used in this research is the development of a Learning Implementation Plan (RPP). RPP is used as a reference or guide for teachers in learning activities.

3.4.1 Validity Test

The test is an accurate measurement tool for researchers and can be used due to research validity. Variables can be called valid or not if a measuring tool's ability to produce an intended measurement. The results reach the intended measurement if the tested data produces valid data. The validity of the test has criteria. The variable is valid if the value of r count or r results > r table (Evi Laili & Susanti, 2021).

- r count obtained from the results of a questionnaire that has been processed using SPSS
- r table is obtained after knowing df (degree freedom) = n, where n is the number of samples used.

Basic decision-making validity

- If r count > r table, then declared valid
- If r count <r table, then declared invalid

3.4.2 Reliability Test

Reliability is an instrument that is consistent with the measurement results. Reliability contains objectivity because the measurement results are not affected by who measures them. A test can be called reliability if a student gets a high score on the first test and a high score on each subsequent test. The values obtained may not be the same, but the values should not be much different (Haq, 2022).

Testing the instrument's reliability using the Alpha Cronbach formula because this research instrument is in the form of a questionnaire and a multilevel scale.

The basis for decision-making Reliability.

- If the Cronbach's alpha value > 0.7, then the questionnaire is declared reliable
- The questionnaire is declared unreliable if the value of Cronbach's alpha < 0.7

The Cronbach Alpha formula is as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

r_{11} = The reliability you are looking for

n = The number of question items tested

$\sum \sigma t2$ = Total variance score of each item

$\sigma t2$ = Varians total

The following table is the result of the reliability test of the students' speaking anxiety questionnaire.

Table 3. 2 Reliability of Speaking Anxiety Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.908	33

As seen in the table above, it shows that the Cronbach alpha value in the reliability test of the speaking anxiety questionnaire is 0.908 which is higher than 0.7. It can be concluded that the measurement of the instrument is said to be reliable or consistent.

The table below describes the reliability test of students' speaking ability using Spearman's rank correlation with the basis of decision making:

- If the significance value is <0.05, then it is correlated
- If the significance value is > 0.05, then it is not correlated

Table 3. 3 Reliability of Students' Speaking Ability in Pretest

Correlations			prejudge1	prejudge2
Spearman's rho	prejudge1	Correlation Coefficient	1.000	.747**
		Sig. (2-tailed)	.	.000
		N	31	31
	prejudge2	Correlation Coefficient	.747**	1.000
		Sig. (2-tailed)	.000	.
		N	31	31
**. Correlation is significant at the 0.01 level (2-tailed).				

The table above shows a significance value (sig. 2-tailed = .000) which means less than 0.05, so it can be concluded that there is a relationship between the variables pretest judge one and pretest judge 2. The pretest data above can be reliable or correlated.

Table 3. 4 Reliability of Students' Speaking Ability in Posttest

Correlations			postjudge1	postjudge2
Spearman's rho	postjudge1	Correlation Coefficient	1.000	.859**
		Sig. (2-tailed)	.	.000
		N	31	31
	postjudge2	Correlation Coefficient	.859**	1.000
		Sig. (2-tailed)	.000	.
		N	31	31
**. Correlation is significant at the 0.01 level (2-tailed).				

The table above shows a significance value (sig. 2-tailed = .000) which means less than 0.05, so it can be concluded that there is a relationship between the variables posttest judge one and posttest judge 2. The posttest data above can be reliable or correlated.

3.5 Data Analysis Techniques

The data analysis technique used to obtain data that follows the objectives of the problem in this study is through first-hand data collection tools in the form of a pretest, posttest and questionnaires. The test used for the pretest and posttest is the same speaking ability test. During the pretest and posttest, the students' speaking ability level

was measured using five aspects: Pronunciation, grammar, vocabulary, fluency, and understanding. These five aspects have a score of 1 - 5 to measure students' speaking ability. The questionnaire used data collection techniques in the form of a closed questionnaire, which consisted of 33 statements about students' speaking anxiety; the questionnaire was given twice before and after treatment. The questionnaire was conducted to measure the level of students' speaking anxiety using a Likert-type scale (Strongly Agree), (Agree), (Disagree) and (Strongly Disagree); the four scales have a score of 1-4. The writer uses pretest and posttest scores and questionnaires as quantitative data. After the data the writer needs is collected, the writer processes and analyzes it using a statistical analysis program called IBM Information SPSS Software.

3.5.1 Normality Test

The research data were analyzed using statistical parameters and if the data obtained were not normally distributed, then using non-parametric statistics in this study a data normality test was carried out using a software called SPSS 27. The writer analyzed in SPSS by selecting the descriptive statistics option program below. Analysis menu. In conclusion, there are two criteria that must be followed when making a decision: If Sig is more than 0.005, the data is normally distributed; and if Sig is less than 0.005 then the data is not normally distributed.

3.5.2 Hypothesis Testing

The first hypothesis testing will test the research question number one as follow;

- Null hypothesis: There is no improvement in students speaking ability after using the Suggestopedia method
- Alternative hypothesis : There is an improvement in students speaking ability after using the Suggestopedia method

The second hypothesis testing will test the research question number two as follow;

- Null hypothesis: There is no reduction in students' speaking anxiety after using the Suggestopedia method
- Alternative hypothesis: There is a reduction in students' speaking anxiety after using the Suggestopedia method.

To test the two hypotheses testing above, the writer uses a t-test in the form of a paired sample t-test with the following fundamental decisions:

- If the significance value (2-tailed) is less than 0.05, it indicates that there is a significant difference between the initial variable and the final variable.
- If the significance value (2-tailed) is more than 0.05, it indicates that there is no significant difference between the initial variable and the final variable.

CHAPTER 4

FINDING AND DISCUSSION

4.1 Research Finding

The findings show the suggestopedia method's results to improve students' speaking skills in English class and reduce students' speaking anxiety. This study used a paired t-test to compare the differences in two paired data before and after receiving treatment in one group. Comparisons will be made using pretest, post-test scores, and a speaking anxiety questionnaire. The writer will explain various aspects of the research results in this chapter.

4.2 Research Procedure

This study used a sample group in the eleventh grade of SMA Perintis 1 Bandar Lampung with a total of 31 students. On April 14, 2023, the writer conducted a pretest and provided a speaking anxiety questionnaire as the initial part of the study. The pretest is conducted before treatment to determine how far students have mastered the material that will be studied later. The writer provided material about personal recount text. All students must tell their personal experiences for 3 to 5 minutes; then, the writer gives a questionnaire to determine the level of students' speaking anxiety in English class before treatment. After that, the second procedure is given treatment. When doing treatment, the writer taught students by applying the suggestopedia method. The treatment was carried out in 2 meetings on May 5, 2023, and the second meeting on May 12, 2023. After that, on May 19, 2023, a posttest was carried out following the instructions given during the pretest, namely, telling students' personal experiences in front of the class. After the posttest was completed, the writer provided an anxiety questionnaire to determine the level of student anxiety after being given treatment.

Table 4. 1 Research Activity

Date	Activity
April 14, 2023	Pre-test (personal experience)
May 5, 2023	1st Treatment (using suggestopedia method)
May 12, 2023	2st Treatment (using suggestopedia method)
May 19, 2023	Post-test (personal experience

4.3 Research Findings of Speaking Ability

4.3.1 Students' Speaking Ability in Pre test

Based on the acquisition data obtained after carrying out the pretest, students are weak in compiling vocabulary and lack fluency. The average score of students in both aspects at the pretest stage is 2. Therefore the writer provides treatment by applying the suggestopedia method using media images that have been provided in paper form so that students have an interest in composing personal recount text sentences and displaying examples of recount text on a projector that already has the translation so that students' vocabulary can increase. The table below will display complete data. The following table is the result of the student's speaking ability pretest.

Table 4. 2 Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PRETEST	31	26.00	48.00	74.00	60.3226	1.39768	7.78198	60.559
Valid N (listwise)	31							

Based on the table above, the average score of students' speaking ability during the pretest was 60.32, range was 26.00, standard deviation was 7.78, variance was 60.55,

minimum score was 48.00, and maximum score was 74.00. The following table is a table of the frequency distribution of pretest scores.

Table 4. 3 Distribution of Frequencies Pretest

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48.00	2	6.5	6.5	6.5
	52.00	5	16.1	16.1	22.6
	54.00	1	3.2	3.2	25.8
	56.00	6	19.4	19.4	45.2
	58.00	1	3.2	3.2	48.4
	60.00	3	9.7	9.7	58.1
	62.00	2	6.5	6.5	64.5
	64.00	1	3.2	3.2	67.7
	66.00	3	9.7	9.7	77.4
	68.00	1	3.2	3.2	80.6
	70.00	2	6.5	6.5	87.1
	72.00	2	6.5	6.5	93.5
	74.00	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Based on the pretest frequency table that has been calculated using IBM SPSS 27, there are two students (6.5%) who get a score of 48.00, five students (15.1%) get a score of 52.00, one student (3.2%) gets a score of 54.00, six students (19.4%) get a score of 56.00 , one student (3.2%) got a score of 58.00, three students (9.7%) got a score of 60.00, two students (6.5%) got a score of 62.00, one student (3.2%) got a score of 64.00, three students (9.7%) got a score of 66.00 , one student (3.2%) got a score of 68.00, two students (6.5%) got a score of 70.00, two students (6.5%) got a score of 72.00, two students (6.5%) got a score of 74.00. The highest score is 74.00 with a frequency of 2 (6.5%) and the lowest score is 48.00 with a frequency of 2 (6.5%).

4.3.2 Students' Speaking Ability In Post-test

After doing the pretest the writer gives treatment using the suggestopedia method to learn to speak in English class. After that the writer gave a posttest to find out whether students have understood the material that has been taught. The table below presents the posttest scores of students' speaking ability.

Table 4. 4 Descriptive Statistic of The Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
POSTEST	31	38.00	54.00	92.00	74.4516	1.74925	9.73940	94.856
Valid N (listwise)	31							

Based on the descriptive statistics table above, the posttest mean score was 74.45, range was 38.00, standard deviation was 9.73, variance was 94.85, minimum score was 54.00, and maximum score was 92.00. The following table is a table of the frequency distribution of post test scores.

Table 4. 5 Distribution of Frequencies Post-test

POSTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54.00	1	3.2	3.2	3.2
	60.00	2	6.5	6.5	9.7
	62.00	1	3.2	3.2	12.9
	64.00	1	3.2	3.2	16.1
	66.00	2	6.5	6.5	22.6
	68.00	1	3.2	3.2	25.8
	70.00	3	9.7	9.7	35.5
	72.00	2	6.5	6.5	41.9
	74.00	5	16.1	16.1	58.1
	76.00	2	6.5	6.5	64.5
	78.00	3	9.7	9.7	74.2
	80.00	1	3.2	3.2	77.4
	84.00	2	6.5	6.5	83.9
	86.00	1	3.2	3.2	87.1
	90.00	2	6.5	6.5	93.5
	92.00	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Based on the frequency table above, after calculating the value using SPSS, there is one student (3.2%) getting a score of 54.00, two students (6.5%) getting a score of 60.00, one student (3.2%) getting score 62.00, one student (3.2%) earns score 64.00, two students (6.5%) gets score 66.00, one student (3.2%) gets score 68.00, three students (9.7%) gets score 70.00, two students (6.5%) gets score 72.00, five students (16.1) gets score 74.00, two students (6.5%) gets score 74.00, two students (6.5%) gets score 76.00, three students (9.7%) gets score 78.00, one student (3.2%) earns score 80.00, two students (6.5%) gets score 84.00, one student (3.2%) get score 86.00, two students (6.5%) gets score 90.00, two students (6.5%) gets score 92.00. score the highest was 92.00 with a frequency of 2 (6.5%), and score a minimum of 54.00 with a frequency of 1 (3.2%).

4.4 Initial Test Results of Students' Speaking Anxiety

4.4.1 Communication Apprehension Aspect

Based on the acquisition of data obtained after carrying out the initial test of the speaking anxiety questionnaire before being given treatment, the average score obtained by students almost reached the maximum score. Therefore the writer provided treatment by applying the suggestopedia method to reduce students' speaking anxiety.

The table below describes the results of the initial test from the three aspects of the existing questionnaire, such as communication apprehension, test anxiety, and fear of negative evaluation

Table 4. 6 Communication Apprehension Aspect

No.	Items CA	N	Mean	SD
1	I never feel quite sure of myself when I am speaking in my foreign Language class.	31	3.81	0.402
4	It frightens me when I don't understand what the teacher is saying in the Foreign language.	31	3.74	0.445
9	I start to panic when I have to speak without preparation in language class.	31	3.9	0.301
14	I would not be nervous speaking the foreign language with native speakers	31	4	0
15	I get upset when I don't understand what the teacher is correcting.	31	3.61	0.495
18	I feel confident when I speak in foreign language class	31	3.97	0.18
24	I feel very self-conscious about speaking the foreign language in front of other students.	31	2.97	0.604
27	I get nervous and confused when I am speaking in my language class.	31	3.77	0.425
29	I get nervous when I don't understand every word the language teacher says.	31	3.68	0.475

30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	31	3.9	0.301
32	I would probably feel comfortable around native speakers of the foreign language.	31	4	0
	Valid N (listwise)	*31*		
	The Average Score of CA		**3.84**	
	Category Level		**High**	

The table above describes the average value and standard deviation of the Communication Apprehension Aspect, which was answered by 31 students at the beginning of the meeting. There are eleven statements on the Communication Apprehension Aspect. Statement number 1 gets the average value (m=3.81) with a standard deviation of 0.402, statement number 4 gets the average value (m= 3.74) with a standard deviation of 0.445, statement number 9 gets the average value (m=3.9) with a standard deviation of 0.301, statement number 14 gets the average value (m=4) with a standard deviation of 0.000, statement number 15 gets the average value (m=3.61) with a standard deviation of 0.495, statement number 18 gets the average value (m =3.97) with a standard deviation of 0.18, statement number 24 gets an average value (m=2.97) with a standard deviation of 0.604, statement number 27 gets an average value (m=3.77) with a standard deviation of 0.425, statement number 29 gets an average value -average (m=3.68) with a standard deviation of 0.475, statement number 30 gets an average value (3.9) with a standard deviation of 0.301, statement number 32 gets an average value (m=4) with a standard deviation 0.000.

Of the eleven statements above, the overall average score has a mean value of 3.84 which means that we can see Appendix 10, which shows the scores of students' speaking anxiety levels in the categories (very low = 0.00-1.00), (low = 1.00-2.00), (high = 2.00-3.00), and (very high = 3.00-4.00), then of the 31 students have a Communication Apprehension Aspect score with a very high category. It is said that

the 31 students have low intellectual ability caused by a lack of students' speaking skills.

4.4.2 Test Anxiety Aspect

Table 4. 7 Test Anxiety Aspect

No.	Items TA	N	Mean	SD
3.	I tremble when I know that I'm going to be called on in language class.	31	3.77	0.425
5.	It wouldn't bother me at all to take more foreign language classes.	31	3.94	0.25
6.	During language class, I find myself thinking about things that have Nothing to do with the course.	31	3.19	0.833
8.	I am usually at ease during tests in my language class.	31	3.94	0.25
10.	I worry about the consequences of failing my foreign language class.	31	3.52	0.508
11.	I don't understand why some people get so upset over foreign language Classes.	31	3.97	0.18
12.	In language class, I can get so nervous I forget things I know.	31	3.77	0.425
16.	Even if I am well prepared for language class, i feel anxious about it	31	3.65	0.551
17.	I often feel like not going to my language class.	31	3.03	0.836
20.	I can feel my heart pounding when i'm going to be called on in language class.	31	3.9	0.301
21.	The more i study for a language test, the more confused i get.	31	3.45	0.675
	Valid N (listwise)			
	The Average Score of TA		*3.65*	
	Category Level		*Very High*	

The table above describes the average values and standard deviations of the test anxiety aspects answered by 31 students at the beginning of the meeting. There are fifteen

statements on aspects of test anxiety. Statement number 3 gets an average score (m=3.77) with a standard deviation of 0.425, statement number 5 gets an average score (m=3.94) with a standard deviation of 0.25, statement number 6 gets an average score (m= 3.19) with a standard deviation of 0.833, statement number 8 gets the average value (m=3.94) with a standard deviation of 0.25, statement number 10 gets the average value (m=3.52) with a standard deviation of 0.508, statement number 11 gets the average value (m =3.97) with a standard deviation of 0.18, statement number 12 gets an average value (m=3.77) with a standard deviation of 0.425, statement number 16 gets an average value (m=3.65) with a standard deviation of 0.551, statement number 17 gets an average value -average (m=3.03) with a standard deviation of 0.836, and statement number 20 gets an average value (m=3.9) with a standard deviation of 0.301, statement number 21 gets an average value (3.45) with a standard deviation of 0.675.

Of the fifteen statements above, the overall average score has a mean value of 3.65. The 31 students have an anxiety test aspect score with a very high category

4.4.3 Fear of Negative Evaluation Aspect

Table 4. 8 Fear of Negative Evaluation Aspect

No.	Items NE	N	Mean	SD
2.	I don't worry about making mistakes in language class.	31	3.84	0.374
7.	I keep thinking that the other students are better at languages than i am.	31	3.81	0.402
13.	It embarrasses me to volunteer answers in my language class.	31	3.97	0.18
19.	I am afraid that my language teacher is ready to correct every mistake i make	31	3.68	0.475
23.	I always feel that the other students speak the foreign language better than i do	31	3.77	0.425
31.	I am afraid that the other students will laugh at me when i speak the foreign language.	31	3.87	0.341

33	I get nervous when the language teacher asks questions which i haven't prepared in advance	31	3.94	0.25
	Valid N (listwise)	*31*		
	The Average Score of NE		*3.84*	
	Category Level		*Very High*	

The table above describes the average value and standard deviation of the fear aspect of negative evaluation answered by 31 students at the beginning of the meeting. There are seven statements on aspects of fear of negative evaluation. Statement number 2 gets an average score (m=3.84) with a standard deviation of 0.374, statement number 7 gets an average score (m=3.81) with a standard deviation of 0.402, statement number 13 gets an average score (m= 3.97) with a standard deviation of 0.18, statement number 19 gets the average value (m=3.68) with a standard deviation of 0.475, statement number 23 gets the average value (m=3.77) with a standard deviation of 0.425, statement number 31 gets the average value (m = 3.87) with a standard deviation of 0.341, and statement number 33 gets the average value (m = 3.94) with a standard deviation of 0.25. Of the seven statements above, the overall average score has a mean value of 3.84, meaning that 31 students have an aspect score of fear of negative evaluation in a very high category.

4.5 Final Test Results of Students' Speaking Anxiety

4.5.1 Communication Apprehension Aspect

After giving the questionnaire at the beginning of the meeting, the writer gave treatment by applying the suggestopedia method to reduce students' speaking anxiety in English class. After that, the writer provided a questionnaire again at the end of the meeting to determine whether the students' speaking anxiety decreased. The table below presents the final scores of the Students' Speaking anxiety questionnaire.

Table 4. 9 Communication Apprehension Aspect

No.	Items CA	N	Mean	SD
1	I never feel quite sure of myself when i am speaking in my foreign Language class.	31	1.06	0.25
4	It frightens me when i don't understand what the teacher is saying in the Foreign language.	31	1.13	0.341
9	I start to panic when i have to speak without preparation in language class.	31	1.26	0.445
14	I would not be nervous speaking the foreign language with native speakers	31	2.55	0.723
15	I get upset when I don't understand what the teacher is correcting.	31	1	0
18	I feel confident when i speak in foreign language class	31	1.77	0.56
24	I feel very self-conscious about speaking the foreign language in front of other students.	31	1.03	0.179
27	I get nervous and confused when i am speaking in my language class.	31	1.16	0.374
29	I get nervous when i don't understand every word the language teacher says.	31	1.03	0.18
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	31	1.16	0.374
32	I would probably feel comfortable around native speakers of the foreign language.	31	2.23	425
	Valid N (listwise)	*31*		
	The Average Score of CA		*1.39*	
	Category Level		*Low*	

The table above describes the average value and standard deviation of the Communication Appreciation Aspect answered by 31 students at the end of the meeting. There are eleven statements on the Aspect of Communication Appreciation. Statement number 1 gets an average score (m=1.06) with a standard deviation of 0.25, statement number 4 gets an average score (m= 1.13) with a standard deviation of 0.341, statement number 9 gets an average score (m=1.26) with a standard deviation of 0.445, statement number 14 gets an average value (m=2.55) with a standard deviation of 0.723, statement number 15 gets an average value (m=1) with a standard deviation of 0.000, statement number 18 gets an average value (m=1.77) with a standard deviation of 0.56, statement number 24 gets an average value (m=1.03) with a standard deviation of 0.179, statement number 27 gets an average value (m=1.16) with a standard deviation 0.374, statement number 29 gets an average score (m=1.03) with a standard deviation of 0.18, statement number 30 gets an average score (1.16) with a standard deviation of 0.374, statement number 32 gets an average score (m= 2.23) with a standard deviation of 0.425.

Out of eleven statements, the overall average score is 1.39, which means that the 31 students have a low category Communication Aspect score.

4.5.2 Test Anxiety Aspect

Table 4. 10 Test Anxiety Aspect

No.	Items TA	N	Mean	SD
3.	I tremble when i know that i'm going to be called on in language class.	31	1.1	0.341
5.	It wouldn't bother me at all to take more foreign language classes.	31	1.9	0.539
6.	During language class, i find myself thinking about things that have Nothing to do with the course.	31	1.1	0.301
8.	I am usually at ease during tests in my language class.	31	1.6	0.506

10.	I worry about the consequences of failing my foreign language class.	31	1.1	0.25
11.	I don't understand why some people get so upset over foreign language Classes.	31	2.1	0.341
12.	In language class, I can get so nervous I forget things I know.	31	1	0.18
16.	Even if i am well prepared for language class, i feel anxious about it	31	1	0.18
17.	I often feel like not going to my language class.	31	1.1	0.301
20.	I can feel my heart pounding when i'm going to be called on in language class.	31	1.2	0.425
21.	The more i study for a language test, the more confused i get.	31	1	0
	Valid N (listwise)	*31*		
	The Average Score of TA		*1.3*	
	Category Level		*Low*	

The table above describes the average values and standard deviations of the test anxiety aspects answered by 31 students at the end of the meeting. There are fifteen statements on aspects of test anxiety. Statement number 3 gets an average score (m=1.1) with a standard deviation of 0.341, statement number 5 gets an average score (m=1.9) with a standard deviation of 0.539, statement number 6 gets an average score (m= 1.1) with a standard deviation of 0.301, statement number 8 gets the average value (m=1.6) with a standard deviation of 0.506, statement number 10 gets the average value (m=1.1) with a standard deviation of 0.25, statement number 11 gets the average value (m =2.1) with a standard deviation of 0.341, statement number 12 gets an average value (m=1) with a standard deviation of 0.18, statement number 16 gets an average value (m=1) with a standard deviation of 0.18, statement number 17 gets an average value -average (m=1.1) with a standard deviation of 0.301, and statement number 20 gets an average value (m=1.2) with a standard deviation of 0.425, statement number 21 gets an average value (1) with a standard deviation of 0.000.

The average score of the fifteen statements above has a mean value of 1.3. The 31 students have an anxiety test aspect score with a low category.

4.5.3 Fear of Negative Evaluation Aspect

Table 4. 11 Fear of Negative Evaluation Aspect

No.	Items NE	N	Mean	SD
2.	I don't worry about making mistakes in language class.	31	1.71	0.588
7.	I keep thinking that the other students are better at languages than i am.	31	1.32	0.475
13.	It embarrasses me to volunteer answers in my language class.	31	1.13	0.341
19.	I am afraid that my language teacher is ready to correct every mistake i make	31	1	0
23.	I always feel that the other students speak the foreign language better than i do	31	1.32	0.475
31.	I am afraid that the other students will laugh at me when i speak the foreign language.	31	1.06	0.25
33	I get nervous when the language teacher asks questions which i haven't prepared in advance	31	1.29	0.643
	Valid N (listwise)	*31*		
	The Average Score of NE		*1.26*	
	Category Level		*Low*	

The table above describes the average value and standard deviation of the fear aspect of negative evaluation answered by 31 students at the end of the meeting. There are seven statements on aspects of fear of negative evaluation. Statement number 2 gets an average score (m=1.71) with a standard deviation of 0.588, statement number 7 gets an average score (m=1.32) with a standard deviation of 0.475, statement number 13 gets an average score (m= 1.13) with a standard deviation of 0.341, statement number 19 gets the average value (m=1) with a standard deviation of 0.000, statement number 23 gets the average value (m=1.32) with a standard deviation of 0.475, statement number 31 gets the average value (m = 1.06) with a standard deviation of 0.25, and statement number 33 gets the average value (m = 1.29) with a standard deviation of 0.643. Of the

seven statements above, the overall average score has a mean value of 1.26, meaning that 31 students have an aspect score of fear of negative evaluation in a low category.

4.6 Students' Speaking Anxiety in The Initial and Final Test Questionnaire
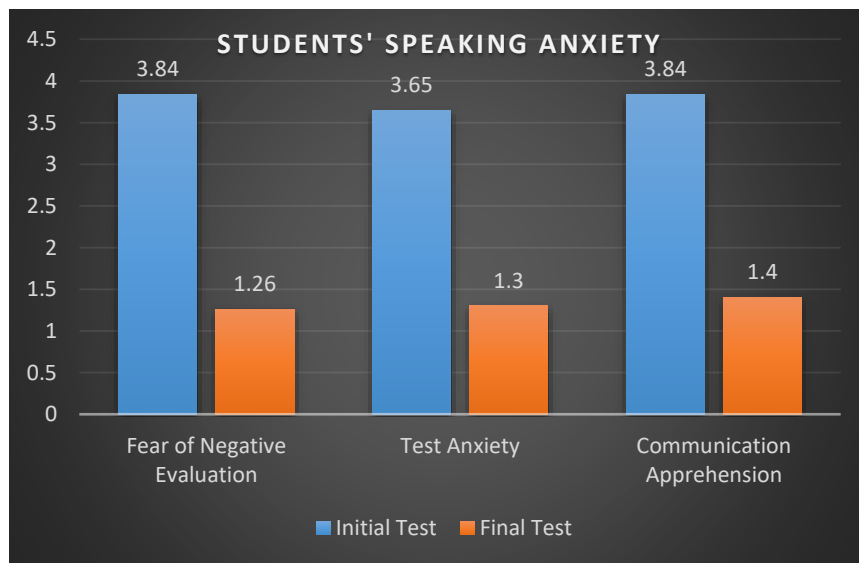
Figure 4. 1 Students' Speaking Anxiety Questionnaire Chart

The diagram above compares the initial and final test of students' speaking anxiety with 33 statements divided into three aspects: communication apprehension, test anxiety, and fear of negative evaluation.

The initial test score on communication apprehension has a mean value (m=3.84), and the final test score has a mean value (m=1.4). The initial test value on test anxiety has a mean value (m=3.65), and the final test score has a mean value (m = 1.3). The initial test score on fear of negative evaluation has a mean value (m = 3.84), and the final test score has a mean value (m = 1.26).

So the mean value on the final test is lower than on the initial test, which has a mean value with a very high category. It shows that the level of students' speaking anxiety decreased after being given treatment using the suggestopedia method.

4.7 Normality Test

Data must be stated to be normally distributed so that normally distributed data has a directional and proper distribution so that a normality test is carried out to measure the normality of the data. The writer uses the Shapiro-Wilk Test with the IBM SPSS 27 application to test the normality of the data. Data is said to be normally distributed if the significance value (2-tailed) > 0.05, and if the significance value (2-tailed) < 0.05, then the data is not normally distributed.

Table 4. 12 Normality of Pretest Post test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Judge 1	.159	31	.044	.951	31	.168
Pre Judge 2	.209	31	.001	.925	31	.031
Post Judge 1	.163	31	.034	.963	31	.340
Post Judge 2	.119	31	.200[*]	.963	31	.345

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the pretest posttest normality test table above, the significance values obtained at the pretest are (0.168) and (0.031), then the significance values obtained at the posttest are (0.340) and (0.345) which can be concluded that the significance value is higher than 0.05 which states that the data is normally distributed.

4.8 T-Test

In this study, the writer gave two tests of speaking ability, namely the pretest-posttest and a questionnaire test of students' speaking anxiety which had been given twice. A t-test was carried out for both tests to compare whether the scores obtained had increased or not with the condition that if the significant value < 0.05, it is stated that there is a significant difference between the initial variable and the final variable.

Table 4. 13 Paired Samples Test of Pretest Post test

Paired Samples Test

		Paired Differences							
				Std. Error	95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-14.12903	6.02075	1.08136	-16.33746	-11.92060	-13.066	30	<.001

Based on the results of the paired sample test table above, it shows a significance value (2-tailed) is 0.001 (p <0.05), which means that there was a significant increase in the pretest and posttest so that it can be concluded that the suggestopedia method succeeded in improving students' speaking skills.

Table 4. 14 Paired Samples Test of Questionnaire Anxiety

Paired Samples Test

		Paired Differences							
				Std. Error	95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Questionnaire Speaking Anxiety1 - Questionnaire Speaking Anxiety2	74.83871	9.60589	1.72527	71.31524	78.36218	43.378	30	<.001

Based on the results of the paired sample test table taken from the results of the anxiety questionnaire, the significance value (2-tailed) was 0.001 (p <0.05), meaning that there was a significant difference between the two questionnaires so that it could be concluded that the suggestopedia method succeeded in reducing students' speaking anxiety.

4.9 Discussion

In this discussion section, the writer describes the overall results obtained from research data analysis. This research was conducted because students lack speaking practice, which causes students to have difficulty communicating in English class, and other reasons are caused by lack of self-confidence and difficulty concentrating, so students experience fear in communicating, which is called speaking anxiety in English class. In this study, students must have five aspects of speaking skills: pronunciation,

grammar, vocabulary, fluency, and comprehension. Students must have good self-confidence and concentration to practice speaking. Therefore the writer has implemented the suggestopedia method to help students practice speaking and reduce students speaking anxiety. *Suggestopedia* is a learning method created by Georgi Lozanov in 1970 to create a positive and relaxed learning environment by using a technique that unifies relaxation and strengthens memory through the power of suggestion which can eliminate negative feelings so that it does not hinder the learning process and students can learn foreign languages more easily effective (Altun, 2023). In this study, the writer used a pretest, posttest, and a students' speaking anxiety questionnaire to find out whether the suggestopedia method could improve students' speaking skills in English class and whether the suggestopedia method could reduce students' speaking anxiety in the eleventh-grade of SMA Perintis 1 Bandar Lampung.

Before testing, the writer conducted validity and reliability tests to prove that the data used was valid and reliable. Pretest data testing posttest using Spearman rank correlation to determine whether the data are correlated. The basis for decision-making is determined if the significance value is <0.05, then it is correlated, or it can be said that the data is valid and reliable. Can be seen in (Table 3.3 and Table 3.4) obtained from the pretest and posttest significance values (sig. 2-tailed = .000) which means less than 0.05, so it can be concluded that the data is reliable or correlated. In the questionnaire test, the writer uses testing reliability with the Alpha Cronbach formula because the research instrument is a questionnaire and a multilevel scale. Can be seen in (table 3.2) shows the results of the r value (0.908) obtained from the speaking anxiety questionnaire test, which has an r-value of more than (> 0.7), meaning that the questionnaire data has proven valid and reliable. According to Surucu & Maslakci, (2020), an instrument can be declared valid and reliable if the results are more than (> 0.7). After that, in this study, the writer applied the suggestopedia method, developed by a Bulgarian educational psychiatrist named Georgi Lozanov in 1970. The suggestopedia method can help students in the learning process to feel relaxed and

reduce anxiety when making mistakes during the learning process. It can further motivate students' mental potential for learning. According to Astutik, (2019), The suggestopedia method can create a pleasant environment where students can obtain material quickly and helps them further stimulate their mental capacity for learning to master speaking material and study more effectively. In this study, the writer held four meetings. The writer gave a Pretest at the beginning of the meeting, which was held once. According to Adri, (2020) Pretest is a test given before participating in learning activities and is only done once to determine the extent to which students have mastered the material to be taught. After that, the writer gave treatment for two meetings by applying the suggestopedia method to the English class. The material used by the writer is in the form of personal recount text. After giving the treatment, the writer gave a posttest at the end of the meeting. According to Adri, (2020) Posttest aims to determine the extent to which students have mastered the material that has been taught. In the Pretest, the average score obtained was 60.32. In the Posttest, the average score was 74.45.

The writer also gave a speaking anxiety questionnaire test at the beginning of the meeting before being given treatment to determine the students' speaking anxiety level in the English class. At the end of the meeting, the questionnaire was given again to determine whether the suggestopedia method could reduce students' speaking anxiety in the English class. So the results can be seen in (Figure 4.1) The initial test score on communication apprehension has a mean value (m=3.84), and the final test score has a mean value (m=1.4). The initial test value on test anxiety has a mean value (m=3.65), and the final test score has a mean value (m = 1.3). The initial test score on fear of negative evaluation has a mean value (m = 3.84), and the final test score has a mean value (m = 1.26). So the mean value on the final test is lower than on the initial test, which has a mean value with a very high category. It shows that the level of students' speaking anxiety decreased after being given treatment using the suggestopedia method.

In this study, the writer conducted the Shapiro-Wilk Normality Test to determine whether the data used were normally distributed. The writer also conducted a T-test to determine whether the research hypothesis could be accepted or rejected. The results of this study indicate that the average score on the Posttest is 74.45, which means it has a higher score than the Pretest, which gets an average score of 60.32. The average score of the final questionnaire test (m= 1.3 - 1.4) means lower than the initial test questionnaire which obtained an average value (m = 3.64 - 3.83).

Based on the t-test results obtained from the (Pretest-Posttest) data and students' speaking anxiety questionnaire (the initial test with the final test), they have the same significance value, namely a significance value (2-tailed) of 0.001, which means that if the significance value (2-tailed) is less than 0.05, there is a difference significant between the pretest and posttest, as well as the initial questionnaire test and the final questionnaire test. Therefore the alternative hypothesis is accepted, and the null hypothesis is rejected. So, it can be said that the suggestopedia method improved students' speaking skills and reduced their speaking anxiety in English class. After applying the suggestopedia method, students experienced a remarkable improvement in English class, especially in speaking skills. It is supported by Suprapto & Kurniawan (2020), there are positive changes in student activity after applying the suggestopedia method, which can be seen from the enthusiasm of students to learn to speak in English class. It happens because the suggestopedia method makes students understand more material than is given. This statement is supported by Deswarani, (2021) that students feel more courageous to speak, so learning English goes better. Also supported by Pali & Rando, (2020), this learning method is enjoyable to use because it is new in the field of education and is in line with active and fun learning, which increases students' enthusiasm for learning.

However, in the research that has been done, there are still some deficiencies that can be corrected for further research. The drawbacks of this study are that this research was

only conducted in one class without a comparison class (control). However, in this study, the first observation, the pretest, allows the writer to test the changes after the experiment (program). Then this research was only conducted at four meetings in less than one month because the English subject schedule was only conducted once a week for every class with an available time of 90 minutes. The research schedule was carried out close to the class exam schedule so that the writer can only conduct research in four meetings which should be better if this research is carried out in more than four meetings to ensure more deeply how far students understand the lessons given. So that future researchers can conduct research longer than what the writer did in order to produce more satisfactory results.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter describes the results of the research conclusions and discussion in the previous chapter.

5.1 Conclusion

Based on the research that has been done, the suggestopedia method has succeeded in improving students' speaking abilities and reducing students' speaking anxiety in the eleventh grade of SMA Perintis 1 Bandar Lampung. The suggestopedia method allows students to be more confident and active in speaking English. The Suggestopedia method is also a flexible learning method and can be applied at any time. It should be noted that in this study, the suggestopedia method has been considered as a method that can reduce students' speaking anxiety levels so that the positive impact can be seen from speaking skills such as pronunciation, grammar, vocabulary, fluency, and understanding which have improved better because this method can facilitate activities learning for students so that students feel relaxed and comfortable when speaking English both inside and outside the classroom. It is evidenced by the results obtained from the average score on the posttest, which is higher than the pretest, which means that the suggestopedia method succeeded in improving students' speaking skills in the English class and also evidenced by the final score of the students' speaking anxiety questionnaire obtaining a lower average score from the initial score of the speaking anxiety questionnaire which means that the suggestopedia method succeeded in reducing students' speaking anxiety in English class. This study also produced a t-test which showed that the pretest-posttest results experienced significant changes, and the initial and final questionnaire scores also underwent substantial changes.

Therefore the alternative hypothesis is accepted. It means that the suggestopedia method succeeded in improving students' speaking skills and succeeded in reducing students' speaking anxiety.

5.2 Suggestion

5.2.1 For Teacher of English

A suitable learning method must be applied according to the conditions experienced by students. The teacher cannot force students to continue using the usual learning method because students have different English-language conditions and characters. Using the suggestopedia method, the teacher can provide a learning process that makes a student feel comfortable speaking English in class and more confident in speaking English.

5.2.2 For Students

When a student speaking English feels insecure, the student does not need to be afraid or embarrassed to express what is being experienced. Because students must prioritize a process rather than a result, with the Suggestopedia method, students can deal with their anxiety when speaking English in class.

5.2.3 For Further Studies

Based on the limitations of existing research, this is due to research settings and time constraints that allow for different results. The writer suggests that future researchers who want to conduct similar research use the suggestopedia method to broaden the scope of research, for example conducting research in two classes with a comparison group so that the view of the problem point is broader. It is recommended for further research to conduct research with a longer time in order to produce more satisfactory results.

REFERENCE

Adri, R. F. (2020). Pengaruh Pre-test Terhadap Tingkat Pemahaman Mahasiswa Program Studi Ilmu Politik Pada Mata Kuliah Ilmu Alamiah Dasar. *Menara Ilmu*, *XIV*(01), 81–85.

Altun, M. (2023). *Suggestopedia : A Relaxed and Immersive Language Learning Environment*. *10*(2), 278–281. https://doi.org/10.23918/ijsses.v10i2p278

Arini, M., & Wahyudin, A. Y. (2022). Students' Perception on Questionning Technique in Improving Speaking Skill Ability At English Education Study Program. *Journal of Arts and Education*, *2*(1), 57–67. https://doi.org/10.33365/jae.v2i1.70

Astutik, Y. P. (2019). The Effect of Using Suggestopedia Among Students' Speaking Ability. *English Language in Focus (ELIF)*, *1*(2), 137. https://doi.org/10.24853/elif.1.2.137-144

Bakhromova, A., & Ergashev, M. (2022). View of Suggestopedia As an Important Method of Teaching Vocabulary. *Central Asian Journal of Literature, Philosophy and Culture*, *3*(06), 91–93. https://cajlpc.centralasianstudies.org/index.php/CAJLPC/article/view/386/424

Basri, M. (2019). Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris Pada Mahasiswa Universitas Ahmad Dahlan Yogyakarta. *Jurnal Mitra Pendidikan*, *3*(11), 1419–1427.

Binus. (2018). *THE FOUR SPEAKING SKILLS*. University Binus. https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/

Chandra, A., Yuneva, Y., & Utami, E. (2020). Improving the Students' Reading Comprehension Through the Use of Suggestopedia Method. *Edu-Ling: Journal of*

English Education and Linguistics, *3*(2), 207. https://doi.org/10.32663/edu-ling.v3i2.1387

Chien, S. Y., Hwang, G. J., & Jong, M. S. Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers and Education*, *146*. https://doi.org/10.1016/j.compedu.2019.103751

Cohen, Y., & Norst, M. J. (1989). Fear, Dependence and Loss of Self-Esteem: Affective Barriers in Second Language Learning Among Adults. *RELC Journal*, *20*(2), 61–77. https://doi.org/10.1177/003368828902000206

Dana Yusan, M., & Aminatun, D. (2013). *Journal of English Language Teaching and Learning No. 12, 2013*. *3*(12), 1–15.

Darmawan, ., Rusman, ., Wahyudin, D., & Ali, M. (2020). *English Language Teaching Curriculum in Indonesia: Senior High School Teachers' Perspectives and Practices*. *229*, 248–254. https://doi.org/10.5220/0009019402480254

Deswarani, Di. (2021). The Influence of Collaborative Suggestopedia Method and Audiovisual Media Towards Students' Speaking Ability. *Proceedings of the Sixth International Conference on English Language and Teaching*, *11*(SUPPL. 1), 5–6.

Evi Laili, K., & Susanti, A. (2021). *4870-12198-2-Pb*. *6*(1), 1–14.

Fharoza Yuliska Putri, Muhammad Nurwahidin, S. (2022). *THE COUNSELING TECHNIQUE TO REDUCE SPEAKING ANXIETY IN THE*. *11*(2).

Guthrie, E. M. (1988). Richards, Jack C. and Theodore S. Rogers, Approaches and Methods in Language Teaching: a description and analysis . Cambridge: Cambridge University Press, 1986 . *The Canadian Modern Language Review*,

44(3), 551–551. https://doi.org/10.3138/cmlr.44.3.551

Helmanda, C. M., & Nisa, R. (2019). The Analysis Of Students' Oral Performances By Using Speaking Scoring Rubric. *Jurnal Dedikasi Pendidikan*, *3*(2), 76–86. http://jurnal.abulyatama.ac.id/dedikasi

Iman, J. N. (2017). Debate instruction in EFL classroom: Impacts on the critical thinking and speaking skill. *International Journal of Instruction*, *10*(4), 87–108. https://doi.org/10.12973/iji.2017.1046a

Kurniawan, U. (2019). Pengaruh Penggunaan Metode Suggestopedia Dan Kreatifitas Guru Terhadap Prestasi Siswa Madrasah Aliyah Di Tasikmalaya. *Prosiding Seminar Nasional & Call for Paper*, *1991*, 602–605.

Luklua, M. (2021). *THE EFFECT OF STUDENTS ' ANXIETY ON THEIR ENGLISH ACHIEVEMENT AT NINTH GRADE OF UNDERGRADUATE*. *March*.

Mahfud, I., & Gumantan, A. (2020). Survey Of Student Anxiety Levels During The Covid-19 Pandemic. *Jp.Jok (Jurnal Pendidikan Jasmani, Olahraga Dan Kesehatan)*, *4*(1), 86–97. https://doi.org/10.33503/jp.jok.v4i1.1103

Mammatovna, R. N. E. A. U., & Jumanazarovich, P. D. (2022). THE EFFECTIVENESS OF USING SUGGESTOPEDIA METHOD TO INCREASE STUDENTS' SUPPORTING DETAILS OF READING COMPREHENSION IN LEARNING ENGLISH. *INTERNATIONAL JOURNAL OF WORLD LANGUAGES*, *2*(Bimonthly). http://ejournals.id/index.php/IJWL/issue/archive

Mediska, G., & Adnan, A. (2019). Improving Student's Speaking by Using Cocktail Party Technique in Teaching Recount Text For Senior High. *Journal of English Language Teaching*, *8*(2), 296–304.

Miskam, N. N., & Saidalvi, A. (2018). Investigating English Language Speaking

Anxiety among Malaysian Undergraduate Learners. *Asian Social Science*, *15*(1), 1. https://doi.org/10.5539/ass.v15n1p1

Muhammad Mushfi El Iq Bali, S. A. (2022). Eskalasi Keterampilan Komunikasi Siswa Melalui Metode Suggestopedia Dalam Mengembangkan Kualitas Belajar. *Jurnal Ilmu Pendidikan*, *6*(2579–4191).

Ningsih, P. E. A. (2017). The Use of Freeze Framing Technique in Teaching Young Learners at a Preschool in Jambi: A Literature Review Pretty. In *International Conference on Language Teaching and Education*.

Nuryanti, R. (2019). Penggunaan Model Pembelajaran Kooperatif dengan Strategi Team Games Tournament (TGT) untuk Meningkatkan Hasil Belajar Matematika pada Materi Bilangan Romawi bagi Siswa Tunarungu Kelas IV SDLB. *Jurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus*, *20*(1), 40–51. https://ejournal.undiksha.ac.id/index.php/JET/article/view/21734

Ovan, & Saputra, A. (2020). *Aplikasi Uji Validitas dan Reliabilitas Instrumen Penelitian Berbasis Web* (A. Saleh (ed.); Pertama). Yayasan Ahmar Cendekia Indonesia.

Pali, A., & Rando, A. R. (2020). Suggestopedia Method Application Based on Sasando Instrumental Music in Optimizing Reading Comprehension Skills. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *4*(3), 522–528. https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/28216

Parupalli Srinivas Rao. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, *2*(2), 6–18. www.acielj.com

Ratna Sari, C., & Zainil, Y. (2020). *Journal of English Language Teaching UNP*

JOURNAL Teachers' Strategies in Teaching Speaking English at SMAN 15 Padang. 9(4), 733–739. https://doi.org/10.24036/jelt.v9i4.110335

Risfia, I., Maharani, D., & Dewi, M. (2022). Expert System Mengatasi Anxiety Disorder Pada Mahasiswa Dalam Menghadapi Tugas Akhir Metode Backward Chaining. *Jurnal Media Informatika Budidarma*, *6*(2), 1118. https://doi.org/10.30865/mib.v6i2.4001

Sianipar, R. B., Sianturi, D. S., Situmorang, S. A., Gulo, P., & Saragih, E. (2020). an Analysis of Recount Text in English Textbooks Used By Tenth Grade Students. *Journal of Languages and Language Teaching*, *8*(2), 120. https://doi.org/10.33394/jollt.v8i2.2280

Srihandayani, T., & Marlina, L. (2019). Using Brainstorming Technique in Speaking Activity for Senior High School Students. *Journal of English Language Teaching*, *8*(1). http://ejournal.unp.ac.id/index.php/jelt/article/view/102983/101316

Sulaiman, Y. S. (2021). Pembelajaran Bahasa Inggris Di Sekolah Menengah Atas Negeri 1 Kupang Nusa Tenggara Timur : Sebuah Kajian Dalam Perspektif Etnografi. *Intelektiva: Jurnal Ekonomi, Sosial & Humaniora*, *2*(08), 61–65. https://www.jurnalintelektiva.com/index.php/jurnal/article/download/435/307

Supraba, A. (2021). *To The Second Semester Students Of English Department At*. *1*(1), 130–142.

Suprapto, S., & Kurniawan, R. (2020). Improving Indonesian Students' Rhetorical Skills Through Suggestopedia. *JOALL (Journal of Applied Linguistics & Literature)*, *5*(1), 102–108. https://doi.org/10.33369/joall.v5i1.10362

Surucu, L., & Maslakci, A. (2020). Business & Management Studies : *Business & Management Studies: An International Journal*, *8*(3), 2694–2726.

Suyadi, S. (2021). Suggestopedia Method Effect On Reading Descriptive Text at A Senior High School. *Jurnal Ilmiah Universitas Batanghari Jambi*, *21*(2), 485. https://doi.org/10.33087/jiubj.v21i2.1483

Syarifuddin, M., Muhlisin, M., & Thinh, V. T. (2022). Suggestopedia-Based Language Learning to Enhance Students' Speaking Skills Viewed from Teachers' Educational Background. *Journal of Language and Literature Studies*, *2*(1), 12–22. https://doi.org/10.36312/jolls.v2i1.709

Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, *9*(3), 967–977. https://doi.org/10.12973/EU-JER.9.3.967

Zuhroh, F. (2022). *Speaking English: Kupas Tuntas Definisi dan Cara Belajarnya*. Lister. https://lister.co.id/blog/speaking-english-kupas-tuntas-definisi/

APPENDICES

Appendix 1 Lesson Plan

School   : Senior High School Perintis 1 Bandar Lampung

Subjects   : English

Class   : XI/ I

Academic Year   : 2022/2023

Material   : Recount Text Related To Personal Experience

Time Allocation   : 2 X 40 Minutes (2JP)

Core Competency

1. Living and practicing the teachings of the religion they adhere to.

2. Living and practicing honest, disciplined, polite, caring (mutual cooperation, cooperation, tolerant, peaceful) behavior, being responsible, responsive and proactive through exemplary, giving advice, strengthening, habituating and conditioning continuously and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world association.

3. Understanding, applying, analyzing, and evaluating basic factual, conceptual, procedural, and metacognitive knowledge according to the field and scope of english study at a technical, specific, detailed, and complex level, with respect to science, technology, art, culture, and humanities in the context of self-potential development as part of the family, school, world of work, national, regional and international citizens.

4. Carry out specific tasks using tools, information, and work procedures that are commonly performed and solve problems according to the field of study of english. Display performance under guidance with measurable quality and quantity in accordance with work competency standards. Demonstrate the skills

of reasoning, processing, and presenting effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutively in abstract realms related to the development of what they learn in school, and being able to carry out specific tasks under direct supervision. Demonstrate the skills of perceiving, readiness, imitating, getting used to, proficient movements, making natural movements in concrete areas related to the development of what they learn in school, and being able to carry out specific tasks under direct supervision.

Basic Competencies	Indicators Of Competence Achievement
3.7 Analyzing the social function, text structure, and linguistic elements of several spoken and written recount texts by giving and asking for information related to events/experiences according to the context of their use.	3.7.1 Identify (C1) social functions, text structures and linguistic elements in recount text according to the context of their use. 3.7.2 Distinguishing (C2) the social function, text structure and linguistic elements of several recount texts according to the context of their use.
4.7 Compose oral and written recount texts, short and simple, related to events/experiences, taking into account social functions, text structures, and linguistic elements, correctly and in context	4.7.1 Rewrite (P2) spoken and written texts regarding recount texts by using appropriate text structures and language elements according to the context of their use.

	4.7.2. Communicating (P4) verbally and in writing the contents of the recount text by using the appropriate text structure and linguistic elements according to the context of use.

Learning Objectives

1. Students can correctly identify social functions, text structures and linguistic elements in recount texts related to personal experiences.

2. Students can correctly distinguish text structures in several recount texts related to personal experiences.

3. Students can rewrite the recount text related to personal experiences by paying attention to the text structure and proper grammar.

4. Through presentation activities, students can communicate the contents of the recount text related to personal experiences by using good and confident language

Learning model: Problem based learning

Approach: Problem solving

Methods: Questions and answers, group discussions, and assignments

Learning Materials

1. Definition

Recount text is a text that retells events or events in the past. The story can be in the form of action or activity before someone writes the text. In english, recount text is a text which recounts events or experiences in the past. Without realizing it, we must often talk about past experiences in everyday life. For example, talking about vacation activities, participating in competitions, and much more.

0. Social function

The purpose of recount text is to retell events in the past. In english we can retell past experiences.

0. Generic structure the text structure of the recount text is as follows:

- Orientation in indonesian, orientation means orientation or introduction. The content of the orientation is information about the character or character, location, time of occurrence, etc. Through orientation, it is hoped that the reader can understand the path/plot of the story from the writer.

- Series of events event is an event, while series means series. In this section, the writer will write down a series of events/events that they experienced (the essence of the recount text).

- Reorientation in making recount text, the end of a story is called reorientation. In this section, the writer will provide a summary and conclusion of the whole story as well as tell the ending (sad/happy). If there is, the writer will also add impressions and messages for readers.

0. Linguistic elements of recount text

- Using the simple past tense, all the verbs found in the recount text are in the past tense.

- Using action verbs (action verbs).

- Using sequence connective (conjunction), for example next, then, finally, etc.

- Using adverbs (adverbs).

- Using specific participants.

0. All kinds of text recount

- Personal recount

- Factual recount

- Imaginative recount

- Historical recount

0. Definition and examples of personal recount text

It is a recount text that has a function to tell about the writer's personal experience. Personal recount is the most common type used to write recount text. Example of personal recount text.

Learning Media

1. PPT
2. Picture
3. Blackboard
4. Etc

Learning Model	Learning Activities
Presentation Stage	At this stage the writer will give positive suggestions that will make students relax and assume that learning english is fun and easy. Positive suggestions can be in the form of a tagline such as "learn english, a way to success" or "english is easy". This tagline will be carried out simultaneously in a compact manner at the beginning of learning so that students will feel more enthusiastic about starting learning because they have mobilized their voices in a compact and enthusiastic manner which will certainly provide more positive energy.
Active Concert	This stage uses an active presentation of the material to be studied. For example in english, there is a dramatic reading of a piece of text, accompanied by classical music. In the second stage, namely active concerts; at this stage the writer will introduce material in the form of recount text by explaining the meaning of recount text, types of recount text, structure of recount text, and the characteristics of recount text. To introduce what recount text is, the writer uses learning media in the form

	of pictures that tell experiences in recreation areas to be read dramatically to students while turning on classical or romantic music.
Passive Concert	Then students are asked to relax and listen to some music, with the text being read silently. Music specially selected to bring students the optimal mental condition to be able to get the material. In the next stage there is passive concert, namely the repetition stage, the writer will provide opportunities for students to understand the material that has been studied in the active stage of the concert. Classical or romantic music can be played back at this stage as well as the tagline given at the beginning of learning or material with the aim that everything that is done repeatedly will be easy to remember and memorable for students.
Practice	In the final stage, namely practice; at this stage the writer will utilize some of the images and recount text that have been provided and ask students to do exercises to review students' understanding of the material that has been explained.

Appendix 2 Pre-Test and Post-Test

Subject   : Personal Recount Text

Class   : XI

Time Allocation   : 2x45 minutes

1. Make a recount text about a personal experience that you have had, and retell it within 3 - 5 minutes

2. Assessment criteria will be evaluated based on the rubric below

Scoring Rubric Of Speaking test Developed by Helmanda & Nisa, (2019)

Appendix 3. Scoring Rubric of Speaking Test

No	Criteria	Assessment	Rank Score
1	Pronunciation	The pronunciation is clear and quite understandable	5
		There are some pronunciation mistakes but still understandable	4
		Mispronunciation requires listening so that it sometimes causes misunderstandings.	3
		The problem of pronunciation is very difficult to understand so it must often be asked to repeat	2
		The pronunciation problem is so bad that what is spoken is barely understandable	1
2	Grammar	Grammar errors are quite rare	5
		There are some grammatical errors but still understandable	4
		Often make grammatical and word order errors which sometimes make the meaning difficult to understand	3
		Grammatical errors and word order make understanding difficult. So you have to rearrange sentences often.	2
		Grammatical and word order errors so severe that they make speech almost incomprehensible	1
3	Vocabulary	Almost all of the vocabulary used falls into proper usage	5
		Often use terms that are not suitable but still understandable	4

		Often uses incorrect words, conversation is a little limited due to inadequate vocabulary	3
		Digression of words and a very limited vocabulary becomes quite difficult to understand	2
		The very limited vocabulary makes conversation almost impossible	1
4	Fluency	Can use the language properly and fluently, rarely skips, and the speed of speech is within the normal level	5
		The language problem seems to affect the speed of speech a bit	4
		The language problem greatly affects the speed and fluency	3
		Language limitations create doubts that often forced silence	2
		Speech often faltered making conversation nearly impossible	1
5	Understanding	Almost understands most of what is said at normal speed	5
		Can understand what is said at normal speed, but still does occasional repetition	4
		Slower to understand what is being said than average repetition speed	3
		Having great difficulty following what was said. Can only understand "social conversation" that is spoken slowly and often repeated.	2
		Can't be said to understand even a simple english conversation	1

Appendix 4 Classification of Students' Speaking Ability

Range	Classification
86 - 100	Very Good
71 - 85	Good
56 - 70	Fair
41 - 55	Poor
<40	Very Poor

Appendix 5 Questionnaire

This questionnaire was developed by Horwitz and adopted from (Luklua, 2021)

No	Question	Strongly agree	Agree	Disagree	Strongly Disagree
1.	I never feel quite sure of myself when i am speaking in my foreign Language class.				
2.	I don't worry about making mistakes in language class.				
3.	I tremble when i know that i'm going to be called on in language class.				
4.	It frightens me when i don't understand what the teacher is saying in the Foreign language.				
5.	It wouldn't bother me at all to take more foreign language classes.				

6.	During language class, i find myself thinking about things that have Nothing to do with the course.				
7.	I keep thinking that the other students are better at languages than i am.				
8.	I am usually at ease during tests in my language class.				
9.	I start to panic when i have to speak without preparation in language class.				
10.	I worry about the consequences of failing my foreign language class.				
11.	I don't understand why some people get so upset over foreign language Classes.				
12.	In language class, I can get so nervous I forget things I know.				
13.	It embarrasses me to volunteer answers in my language class.				
14.	I would not be nervous speaking the foreign language with native speakers				
15.	I get upset when I don't understand what the teacher is correcting.				
16.	Even if i am well prepared for language class, i feel anxious about it				

17.	I often feel like not going to my language class.				
18.	I feel confident when i speak in foreign language class.				
19.	I am afraid that my language teacher is ready to correct every mistake i make				
20.	I can feel my heart pounding when I'm going to be called on in language class.				
21.	The more I study for a language test, the more confused I get.				
22.	I don't feel pressure to prepare very well for language class.				
23.	I always feel that the other students speak the foreign language better than i do				
24.	I feel very self-conscious about speaking the foreign language in front of other students.				
25.	Language class moves so quickly I worry about getting left behind.				
26	I feel more tense and nervous in my language class than in my other classes.				
27	I get nervous and confused when I am speaking in my language class.				
28	When I'm on my way to language class, I feel very sure and relaxed.				

29	I get nervous when I don't understand every word the language teacher says.				
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				
31	I am afraid that the other students will laugh at me when I speak the foreign language.				
32	I would probably feel comfortable around native speakers of the foreign language.				
33	I get nervous when the language teacher asks questions which i haven't prepared in advance				

Appendix 6 Scoring Of Positive Statement

No	Scale	Score
1	Strongly Agree	1
2	Agree	2
3	Disagree	3
4	Strongly Disagree	4

Appendix 7 Scoring Of Negative Statement

No	Scale	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

Appendix 8 Blue Print Of Students' Speaking Anxiety Questionnaire

No	Indicators	Item Of Questions	Total
1	Communication Apprehension (CA)	1,4,9,14,15,18, 24,27,29,30,32	11
2	Test Anxiety (TA)	3,5,6,8,10,11,1 2,16,17,20,21, 22,25,26,28	15
3	Fear of Negative evaluation (NE)	2,7,13,19,23,3 1,33	7

Appendix 9 Foreign Language Classroom Anxiety Scale Statements

Category	Statements
Positive	2, 5, 8, 11, 14, 18, 22, 28, 32
Negative	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33

Appendix 10 Category of Students' Speaking Anxiety Level

Score	Category
3.00 – 4.00	Very High
2.00 – 3.00	High
1.00 - 2.00	Low
0 – 1.00	Very Low

Pre test

NO	NAME	STUDENTS' SCORES BY JUDGE 1							MAX SCORES	STUDENTS' SCORES BY JUDGE 2							STUDENTS' TOTAL SCORE	STUDENTS' MEANS SCORE
		P	G	V	F	U	TOTAL	SCORE		P	G	V	F	U	TOTAL	SCORE		
1	P1	4	4	4	3	4	19	76	25	4	3	3	4	4	18	72	74	74
2	P2	3	4	2	3	3	15	60	25	3	2	2	3	3	13	52	56	56
3	P3	3	2	2	3	3	13	52	25	2	3	2	3	3	13	52	52	52
4	P4	3	3	2	3	3	14	56	25	3	3	2	3	3	14	56	56	56
5	P5	2	3	2	2	3	12	48	25	2	2	3	2	3	12	48	48	48
6	P6	2	3	2	2	3	12	48	25	2	3	3	3	3	14	56	52	52
7	P7	3	4	4	4	4	19	76	25	3	3	4	3	4	17	68	72	72
8	P8	3	3	4	4	4	18	72	25	3	3	3	4	4	17	68	70	70
9	P9	3	3	2	3	3	14	56	25	3	3	3	2	3	14	56	56	56
10	P10	3	3	4	3	3	16	64	25	3	3	3	3	3	15	60	62	62
11	P11	3	3	2	3	3	14	56	25	3	3	3	3	4	16	64	60	60
12	P12	3	3	2	3	4	15	60	25	3	3	3	3	4	16	64	62	62
13	P13	3	4	3	3	4	17	68	25	3	4	3	4	4	18	72	70	70
14	P14	4	4	3	3	4	18	72	25	4	3	4	4	4	19	76	74	74
15	P15	3	3	3	3	3	15	60	25	2	3	3	3	4	15	60	60	60
16	P16	3	4	2	3	3	15	60	25	2	3	2	3	3	13	52	56	56
17	P17	4	3	3	4	4	18	72	25	4	4	2	4	4	18	72	72	72
18	P18	3	3	2	2	3	13	52	25	2	4	2	2	3	13	52	52	52
19	P19	2	3	2	3	3	13	52	25	3	3	3	3	4	16	64	58	58
20	P20	3	3	4	3	3	16	64	25	3	3	4	3	4	17	68	66	66
21	P21	3	3	2	3	3	14	56	25	3	3	4	3	3	16	64	60	60
22	P22	3	3	2	3	3	14	56	25	3	2	3	3	3	14	56	56	56
23	P23	2	3	2	3	3	13	52	25	3	3	2	3	3	14	56	54	54
24	P24	3	3	3	3	4	16	64	25	3	4	3	3	4	17	68	66	66
25	P25	3	2	3	2	2	12	48	25	3	3	2	3	3	14	56	52	52
26	P26	2	2	2	2	3	11	44	25	2	3	3	2	3	13	52	48	48
27	P27	3	3	3	4	3	16	64	25	3	4	3	3	4	17	68	66	66
28	P28	2	3	3	3	3	14	56	25	3	4	4	3	4	18	72	64	64
29	P29	3	2	2	3	2	12	48	25	3	3	2	3	3	14	56	52	52
30	P30	3	4	3	3	4	17	68	25	3	4	4	3	3	17	68	68	68
31	P31	3	2	3	3	3	14	56	25	3	3	2	3	3	14	56	56	56

Post Test

NO	NAME	STUDENTS' SCORES BY JUDGE 1							MAX SCORES	STUDENTS' SCORES BY JUDGE 2							STUDENTS' TOTAL SCORE	STUDENTS' MEAN SCORE
		P	G	V	F	U	TOTAL	SCORE		P	G	V	F	U	TOTAL	SCORE		
1	P1	4	5	5	5	5	24	96	25	4	5	5	4	4	22	88	92	92
2	P2	4	5	4	5	4	22	88	25	4	4	5	4	4	21	84	86	86
3	P3	4	4	4	3	3	18	72	25	4	4	3	4	3	18	72	72	72
4	P4	4	3	3	3	4	17	68	25	3	3	3	3	4	16	64	66	66
5	P5	3	4	4	3	4	18	72	25	3	4	3	3	3	16	64	68	68
6	P6	3	4	3	3	3	16	64	25	3	4	4	3	3	17	68	66	66
7	P7	5	4	4	5	5	23	92	25	5	4	5	4	4	22	88	90	90
8	P8	4	5	5	4	5	23	92	25	4	5	5	4	5	23	92	92	92
9	P9	3	4	4	3	5	19	76	25	4	4	4	3	3	18	72	74	74
10	P10	4	4	3	4	4	19	76	25	4	4	3	4	3	18	72	74	74
11	P11	3	4	5	3	4	19	76	25	3	5	4	4	4	20	80	78	78
12	P12	4	4	5	5	4	22	88	25	4	4	3	5	4	20	80	84	84
13	P13	4	4	3	4	5	20	80	25	4	4	4	4	4	20	80	80	80
14	P14	5	5	4	4	5	23	92	25	4	5	4	4	5	22	88	90	90
15	P15	3	4	3	3	4	17	68	25	3	4	4	3	4	18	72	70	70
16	P16	4	4	3	4	4	19	76	25	3	4	3	3	4	17	68	72	72
17	P17	4	4	4	5	4	21	84	25	5	4	3	5	4	21	84	84	84
18	P18	3	4	4	3	4	18	72	25	3	4	3	3	4	17	68	70	70
19	P19	3	3	4	4	3	17	68	25	4	3	4	4	4	19	76	70	70
20	P20	3	4	4	3	4	18	72	25	4	4	4	4	4	20	80	76	76
21	P21	4	4	3	4	4	19	76	25	3	4	4	3	4	18	72	74	74
22	P22	3	4	3	3	3	16	64	25	3	3	3	3	4	16	64	64	64
23	P23	3	5	4	4	4	20	80	25	4	4	3	4	4	19	76	78	78
24	P24	4	4	4	3	4	19	76	25	4	4	4	3	4	19	76	76	76
25	P25	3	4	3	2	3	15	60	25	3	4	3	3	3	16	64	62	62
26	P26	2	3	3	2	3	13	52	25	3	3	3	2	3	14	56	54	54
27	P27	4	3	3	4	4	18	72	25	4	4	3	4	4	19	76	74	74
28	P28	4	4	3	4	4	19	76	25	4	4	4	4	4	20	80	78	78
29	P29	3	3	2	3	3	14	56	25	3	4	3	3	3	16	64	60	60
30	P30	4	4	3	4	4	19	76	25	3	4	4	3	4	18	72	74	74
31	P31	3	3	3	2	3	14	56	25	3	3	3	3	4	16	64	60	60
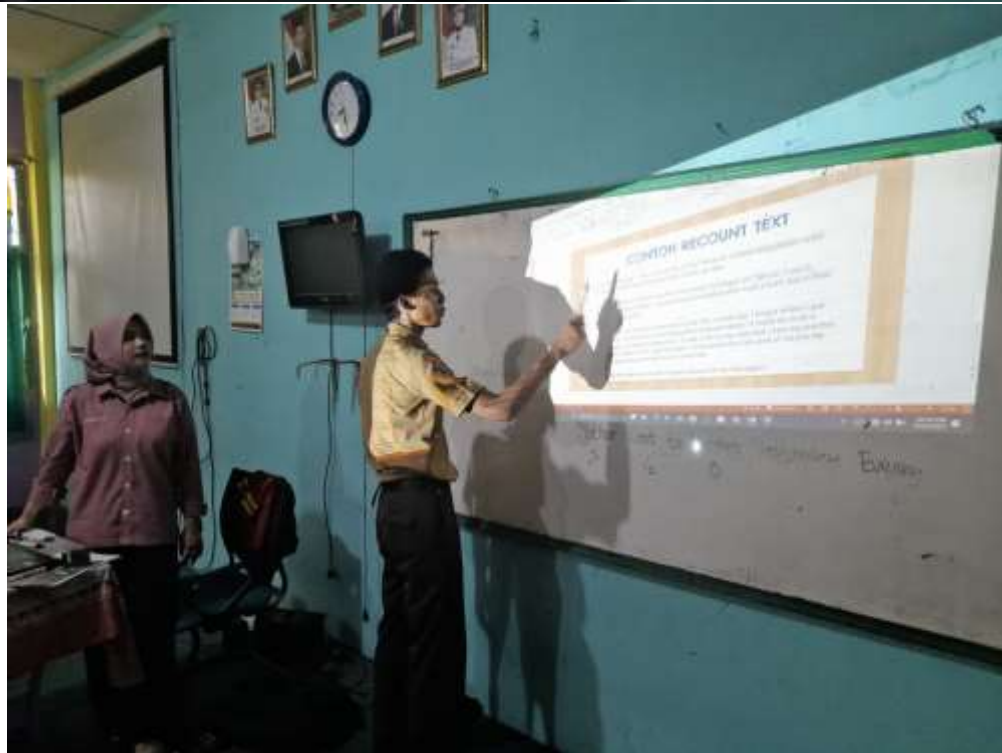
SURAT KETERANGAN
Nomor: 289/SMA.P.1/V/2023

Yang bertanda tangan dibawah ini:

Nama : PURNOMO, S.Pd
Jabatan : Kepala SMA Perintis 1 Bandar Lampung
NUPTK : 5044 7466 4820 0033
Unit kerja : SMA Perintis 1 Bandar Lampung
Alamat sekolah : Jl.Cut Nyak Dien No.4 Palapa Bandar Lampung

Dengan ini menerangkan bahwa:

Nama : CHYNTIA REFORNITA
NPM : 19113016
Program Studi : Pendidikan Bahasa Inggris
Asal Pergururan Tinggi : Fakultas Sastra Dan Ilmu Pendidikan
Universitas Teknorat Indonesia
Alamat : Jl.H.Zainal Abidin Pagar Alam 9-11
Labuhanratu Bandar Lampung

Benar mahasiswa tersebut telah melaksanakan penelitian di SMA Perintis 1 Bandar Lampung
mulai tanggal 14 April s.d 19 Mei 2023 dengan judul skripsi:"THE USE OF SUGGESTOPEDIA AS A
LEARNING METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE OF SMA
PERINTIS 1 BANDAR LAMPUNG'

Dosen Pembimbing:Achmad Yudi Wahyudin, S.Pd, M.Pd

Demikian surat keterangan ini dibuat dengan sebenarnya dan penuh tanggung jawab, agar yang
berkepentingan menjadi maklum.

Bandar Lampung, 23 Mei 2023
KEPALA SMA PERINTIS 1
BANDAR LAMPUNG

PURNOMO, S.Pd