

# 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 & Think, (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 suggestology mentioned by Lozanov 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.