

**THE EFFECTIVENESS OF ICT (INFORMATION AND
COMMUNICATION TECHNOLOGY) IN THE
IMPLEMENTATION OF SUGGESTOPEDIA METHOD IN
IMPROVING SPEAKING SKILL OF THE FIFTH GRADE
STUDENTS OF AL FIRDAUS ISLAMIC ELEMENTARY SCHOOL
IN THE ACADEMIC YEAR 2011/2012**

A THESIS



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The writer realizes that this thesis is still far from being perfect. She therefore will be glad to accept any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful for the reader who wishes to learn about the using of ICT in the implementation of Suggestopedia method in improving speaking skill of fifth grade students.

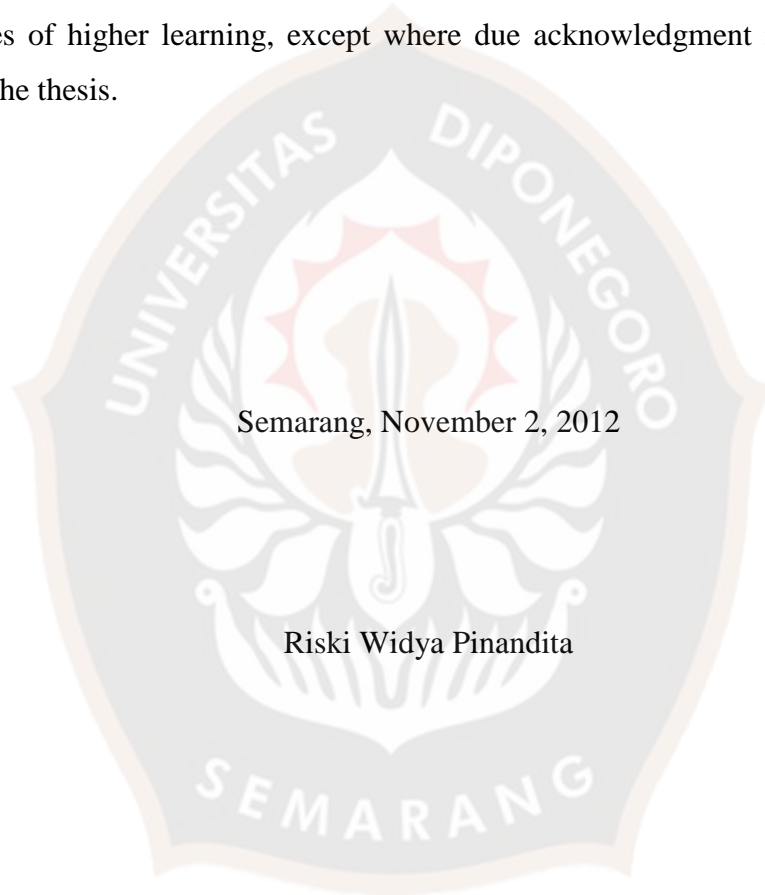
Semarang, November 2012

The writer



STATEMENT OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the thesis.



Semarang, November 2, 2012

Riski Widya Pinandita

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ABSTRACT

Speaking is one of the skills that has to be taught at school. Students are expected to be able to communicate, express their ideas and opinion in English well. Such expectation is faced by the students of the fifth grade students at Al Firdaus Islamic Elementary School Semarang. They are required to improve their speaking ability at school. Suggestopedia method is one of the suitable methods to improve the Elementary School student's speaking ability because it provides the comfortable and fun learning atmosphere. The Information and Communication Technology (ICT) becomes the Al Firdaus Islamic Elementary School's classroom learning characteristic, therefore the English lesson will also be able to take a benefit in taking such resources. This research itself is conducted in order to find out whether there is significant difference between Suggestopedia method with ICT and Suggestopedia method without ICT in improving speaking skill. This research was conducted in true experimental design by comparing the using of Suggestopedia method with ICT in experiment group in class 5B and Suggestopedia method only in control group in class 5A. The result of the study shows the difference result in speaking ability improvement of each class. Class 5A students made a progression in imitative speaking level by making 4.4 higher points, while students of class 5B made 16.5 higher points. At intensive and responsive level, the class 5A students made 3.2 higher points and 5B made 9.1 higher points. The using of Suggestopedia method with ICT brought significant difference in speaking skill improvement towards Class 5B students especially on pronunciation and comprehension aspect. However, they also made a better result on the other aspects such as vocabulary, grammar and fluency than the result of the class 5A students.

Keywords : Suggestopedia, ICT, speaking skill, fifth grade

INTISARI

Berbicara merupakan salah satu aspek kemampuan yang diperhatikan dalam pelajaran Bahasa Inggris. Dengan adanya kemampuan berbicara ini maka siswa diharapkan mampu berkomunikasi, berbagi ide dan juga mengungkapkan pendapat dalam bahasa Inggris dengan baik. Hal ini juga berlaku bagi siswa Sekolah Dasar (SD). Begitu pula dengan yang dihadapi oleh para siswa kelas 5 SDIT Al Firdaus Semarang. Mereka dituntut untuk dapat mengembangkan kemampuan berbicara Bahasa Inggris mereka di sekolah. Metode *Suggestopedia* adalah metode yang sesuai digunakan untuk meningkatkan kemampuan berbicara siswa Sekolah Dasar, karena metode tersebut membuat suasana belajar yang menyenangkan dan nyaman. Namun, dengan karakteristik pembelajaran SDIT Al Firdaus yang sudah memanfaatkan Teknologi Informasi dan Komunikasi (TIK), maka diharapkan pembelajaran Bahasa Inggris di SDIT Al Firdaus dapat dilakukan dengan memanfaatkan sumber daya tersebut. Tujuan dari penelitian ini sendiri adalah untuk mengetahui apakah terdapat perbedaan peningkatan kemampuan berbicara yang signifikan antara siswa yang diperlakukan dengan metode *Suggestopedia* dengan ICT dan *Suggestopedia* tanpa ICT. Untuk mengetahui hal tersebut maka penelitian ini menggunakan ancangan eksperimental penuh dengan membandingkan penggunaan metode *Suggestopedia* dengan TIK pada kelas 5B dan metode *Suggestopedia* saja pada kelas 5A. Hasil dari penelitian ini memperlihatkan perbedaan peningkatan kemampuan berbicara siswa yang signifikan pada kedua kelas tersebut. Pada kelas 5A, peningkatan kemampuan berbicara mereka pada level *imitative* hanya naik sekitar 4.4 poin dan kelas 5B naik sebanyak 16.5 poin. Pada level *intensive* dan *responsive*, kelas 5A naik sebanyak 3.2 poin dan kelas 5B sebanyak 9.1 poin. Penggunaan metode *Suggestopedia* dengan TIK memberikan perbedaan signifikan pada peningkatan kemampuan berbicara terutama pada aspek pengucapan dan pemahaman, walaupun pada aspek yang lain seperti kosakata, tata bahasa dan kelancaran berbicara juga menunjukkan dampak yang lebih baik dari pada penggunaan metode *Suggestopedia* saja.

Kata kunci : **Suggestopedia, TIK, Kemampuan berbicara, kelas 5**

CHAPTER 1

INTRODUCTION

A. Background of the study

In the globalization and digitalized world, English becomes a crucial point to make a connection with people worldwide. It plays an important role in order to avoid us from being alienated from the developing world. Therefore, English is taught in every school in Indonesia as a foreign language, even it is taught in Elementary School. It means that English is probably the first foreign language that children are acquainted with.

According to Elementary School Curriculum, English is a means of communication, both in speaking and writing. Communication means understanding and grasping some information, ideas, feelings, and improving science, technology and culture. Communication skills include understanding and/or producing oral and/or written text which are realized in four language competencies. They are Listening, Speaking, Reading and Writing. All of them take an important role in English learning. Speaking, as one of the English skills is considered the most challenging skill taught in class, especially in the class where the students use English as second language. Students need a good environment that can improve their mood so their self-confidence increases and they are no longer afraid of expressing their mind in a different language they usually use.

According to Brown (2004:171) assessment of speaking is done individually with assessment aspects as follows: grammar, vocabulary, comprehension, fluency, pronunciation and task. Those aspects become the main point in improving speaking skills. As a matter of fact, most Indonesian students lack on those aspects and that is why they face difficulties in learning speaking. It is one of the problems that is also faced by students of Al Firdaus Islamic Elementary School.

The difficulties which the students face in learning speaking skill may be caused by many factors including teachers, students, or teaching techniques. Therefore, a new way of teaching speaking to overcome those problems is needed. There are many methods available in teaching English, however, there is one that has proven to be a method that is able to successfully improve speaking skills. Suggestopedia is one of many methods that have been used by many teachers around the world to improve their students speaking skill. Suggestopedia method is a kind of foreign language teaching methods that has been used for a long time. The method is based on the power of suggestion in learning. The positive suggestion will make the students more receptive and, in turn, stimulate learning. This method encourages students to feel more comfortable with the teaching process, so they will be encouraged to explore their ideas and not to be afraid to make mistakes. It will lead them to get the better result in learning language.

There are some research studies that apply Suggestopedia in improving speaking skills. One of them is conducted by Tri Anggono Sulistiono. On his

research, he uses pictures and posters to help the students get their mind in positive state. However, Sulistiono finds difficulties in using those instruments. The students are interested to the pictures and posters not for a long time, and then they get bored after some times. Therefore, it takes more than five meetings to get the students into their positive state of mind. By replacing the pictures and posters with videos and multimedia pictures, the issue will be resolved. Videos are more effective means than static pictures in helping students to get into their suggestive mind. As a result, it will take less than five meetings to get the students into their positive state of mind. 3

B. Reasons for Choosing the Topic

The reason for choosing this topic is due to the recent improvement of technology that can be used in learning activity in the class. The ICT (Information and Communications Technology) devices which have been fully used in classroom, brings them become the most important secondary teaching device in English lesson.

In this regard, Gora and Sunarto (2010:22) state that the improvement of ICT devices such as radio, television, cellphone, computer and multimedia tools (digital camera, video recorder and internet) has changed the way of learning in every classroom around the world these days. Every teacher has used these technologies to help him face the challenges that are brought out by the change itself.

However, not every school can accommodate this dynamic development and changes of technology in its learning process. Al Firdaus Islamic Elementary School is one of those schools which can adapt and respond fast to these changes. Al Firdaus Elementary School provides LCD projector and screen besides the wireless internet connection in each class. By this facility procurement, the student's achievement in academics is expected to be highly increased.

English lesson is one of the subjects that become the school's consideration in increasing their student's ability. In English teaching, secondary device is needed to make its process much easier. In fact, it is badly needed in teaching speaking.

In learning English, supporting tools are needed to make the learning process run much easier. By using appropriate method combined with the adequate supporting tools, the goal of the learning can be achieved easily. Therefore, the implementation of Suggestopedia method with ICT in teaching speaking is projected to improve student's speaking skill.

C. Research Problems

The problems in speaking lesson confronted by the writer are, among other things, the students' fear and shame to speak English, the students' inactiveness in the learning and teaching process and the boredom they have during the class. Hence, the writer can formulate the problems as follows:

- a) How can the Suggestopedia with ICT improve the fifth grade students' speaking skill of Al Firdaus Islamic Elementary School in the academic year of 2011-2012.
- b) How effective is ICT implemented in Suggestopedia method in improving speaking skill compared with Suggestopedia method without ICT.
- c) Is there any significant difference between the Suggestopedia with ICT and Suggestopedia method without ICT in improving speaking skill.

D. Objectives of the Research

From the problems mentioned above, the writer can formulate the objectives of the research;

- a) To find out whether Suggestopedia method with ICT can improve students' speaking skill.
- b) To find out whether Suggestopedia method with ICT can improve students' speaking skill better than the Suggestopedia method without ICT.
- d) To investigate whether there is significant difference between Suggestopedia method with ICT and Suggestopedia method without ICT in improving speaking skill.

E. Significance of the Study

The writer hopes that the result of this research will be useful to develop English teaching speaking in Indonesia. Even though it is a little contribution, the writer believes that the result of this study may be useful for students, teachers and readers.

1) Students

Students are the subject of teaching and learning process. According to the 2006 curriculum (KTSP), students should be more active in learning process because they are the centre of learning in Suggestopedia method with ICT. By using this method the students are expected to be more comfortable, confident and courageous in speaking English.

2) Teachers

Teachers have an important role to develop the student's skill in speaking. They are expected to be able to design an interesting teaching and learning process to attract students in learning English. The teachers will get useful feedback from their teaching and learning process whether the teaching method has been appropriate to their students or not. Then, they can make suitable steps to improve their teaching technique. Moreover, by using Suggestopedia with ICT, teachers can use the facilities in the school along with the suitable teaching method.

3) Researcher

Similar to other researchers, the writer has some problems that must be answered by conducting scientific research. This research is very important for the researcher because it is expected that it will answer many questions for the fifth grade students of Al Firdaus Islamic Elementary School in academic year 2011-2012, and the fifth grade students in general.

4) The Readers

The result of this research, hopefully will be useful for the readers like English teachers, headmasters, students of educational college or the community in the same field.

F. Scope of the Study

This research considered the fifth grade students at Al Firdaus Islamic Elementary School of the academic year 2011-2012. They were divided into two classes. Each class consisted of 30 students.

The research was concerned with the teaching effectiveness of using Suggestopedia method with ICT in improving student's speaking skill compared with the Suggestopedia method without ICT.

This research was intended to give an important contribution to a better way in teaching English, especially for the fifth grade and schools which demand their teacher to take a benefit from their adequate ICT facilities in learning and teaching process.

G. Organization of Writing

This study comprises five chapters. In order to help readers comprehend the study, this study is organized as follows;

Chapter one describes the background of the study, reasons for choosing the topic, problems of the research, purposes of the research, significance of the study, scope of the study, and the organization of writing. In general, this chapter provides the conceptual framework of this study to bridge the following chapters.

Chapter two provides the previous studies that make this research conduct and also review of the related literature. It describes the theories used in developing the study. All of them will serve the fundamental references in conducting and analyzing the study.

Chapter three is concerned with the method of investigation conducted by the writer. It gives the description of the population, sample, research design, the subject of the study, the research procedures and the instruments and data analysis.

Chapter four discusses the main purpose of conducting this study. It provides the explanation of the teaching process using Suggestopedia method with ICT and Suggestopedia method without ICT in a two-group of fifth grade students. It also provides the result whether or not the Suggestopedia method with ICT makes a better result in improving students' speaking skill than the Suggestopedia method without ICT.

Chapter five provides the overall discussion of the study as the conclusion and followed by the suggestions given by the writer at the end of the study for the sake of language teaching in pedagogy.



Chapter II

REVIEW OF THE LITERATURE

A. Previous Studies

There are three previous studies to be reviewed in relation to the present study. The first study is conducted by Tri Anggono Sulistiono. His study is entitled “The Effectiveness of Using Suggestopedia Method in Teaching Speaking; An Action Research at Grade Tenth of SMA Negeri 1 Kayen Pati in The Academic Year 2010/2011”. The second study is conducted by Masrurroh Insani Rahim. Her study is entitled “Using Suggestopedia to Improve the Second Year Student’s Reading Comprehension Achievement at SMP Muhammadiyah 1 Jember”. Both of them use action research. Sulistiono concerns in encouraging students to express their mind in English by applying the Suggestopedia method. His subject is tenth grade student, so he applies the method to assess the interactive and extensive level in speaking. He uses Suggestopedia in a conventional way; the only means he uses in class were paintings, pictures and tape player. Rahim also conducts research to improve the students reading skill. The third study is conducted by Rudy Kristyanto in year 2012. His study entitled “The Application of ICT in Language Teaching and Learning.” He concludes that ICT will ease the students to grasp the information and attract their attention even more during the class.

The first and second research reports are successfully done and improve the students' speaking and reading ability by using Suggestopedia. However, there is still a disadvantage in applying Suggestopedia with pictures and posters. Sulistiono and Rahim do not use the current technology that really becomes a common and essential means in education today-based on the result of the third researcher's study. Both researchers need more than five meetings to get the students into their positive state of mind. It is due to the boredom the students suffer after some times they are shown the pictures and posters. To resolve the issue, a new way in applying Suggestopedia is needed. The development of ICT in learning and teaching can be the answer for the issue. Technology helps teacher in achieving the goal of learning process much easier and bring a new experience for the student that lead them to the learning excitement. Therefore, the use of pictures and posters as Sulistiono and Rahim use can be replaced with videos, animation, and multimedia pictures. This new way of applying Suggestopedia method is expected to give a very big impact in improving speaking skills for fifth grade. Suggestopedia itself is a teaching method that includes arts and a peaceful learning ambiance. Hopefully, the improvement of ICT and the requirement to take a benefit of it in education field will create a joyful and pleasant learning atmosphere.

B. Theoretical Background

1. Suggestopedia Method

Suggestopedia, also known as Dessuggestopedia, is a teaching method, which focuses on how to deal with the relationship between mental potential and learning ability and it is very appropriate to use in teaching speaking for young language learners (Xue, 2005). This method was introduced for the first time by Georgi Lozanov and his colleagues in 1965's. At first, this method was used in Bulgarian schools in teaching several subjects like mathematics which use most of memorizing skill than other subjects (at that time). Lozanov created Suggestopedia for learning that exploited on relaxed states of mind for maximum retention material. This method uses a hypnotic and yogic ways as the three intonations of the active session, muscle relaxation and rhythmic breathing. The most important objective of Suggestopedia is to motivate more of student's mental potential to learn and which is obtained by suggestion.

By the mid of 1970's, the Suggestopedia theory began to develop. It was Evalina Gateva who developed the theory. Evalina Gateva was Lozanov's assistant in lecturing the members of the Society for Accelerative Learning and Teaching. Lozanov and Gateva together developed the theory with a new approach. It was called the second version of Suggestopedia. Later, it was Gateva who largely

developed the theory. This second version of Suggestopedia is simpler than the first one, however, there are still many aspects have in common. The thing which differentiates them is the existence of yoga session. There is no yoga implementation included on this second version. On this new version, the relaxation using yoga sessions is not important anymore. It uses arts, which are still the important elements in Suggestopedia teaching, to create a relax atmosphere and also a good condition to encourage students express their mind. Arts mean music, painting, drawing, singing, posters, etc.

Moreover, there are principles that both versions have in common. Those principles are:

- a) Authority (of the teacher) and the prestige (of the educational institution). The teacher in the second version should be an authority figure who establishes a synchronized and harmonized learning atmosphere. So the class will be undergone conductively and as expected. Therefore, the teacher should have a very detailed plan in teaching the Suggestopedia class.

The teacher in the second version of Suggestopedia should be an authority figure who, like a first-class orchestra conductor, establishes “the exceptionally important prerequisites of order and harmony in both actions and relations.” He (or she) must have a “meticulous plan” (Lozanov and Gateva, 1988, p. 88). (Bancroft,1999:232)

Thus, the detailed plan is important for teacher to run the class with Suggestopedia method. It helps the teacher in harmonizing the

learning atmosphere and keeps them on track. So the teacher can handle the class situation well and achieve the goal of the learning.

b) Infantilization (or confidence and spontaneity of the students).

Suggestopedia aims to establish a close relation between teacher and student similar to parent and child. The students are supposed to participate in role-plays, games and songs. Part of the infantilization process is also that the student chooses a new identity for himself/herself (Bancroft, 1999. p. 96). It will make students feel free to explore the character and detach from their real life-characteristic, so if there are any mistakes, they come out from the character they play. Infantilization is more easily achieved in a group because a group provides for an atmosphere of greater spontaneity—like the pleasant atmosphere of a well-organized children’s team.

each member of the class is given a new name (from the language he [or she] will be learning) and a new life story. This approach, derived from group psychotherapy, creates a “play situation” which liberates the students from their normal, real-life social roles and permits a more spontaneous and immediate expression of individual abilities. (In addition, mistakes, if any, are made in someone else’s name and have a less inhibiting effect on performance). (Bancroft, 1999:39)

By giving the students a new identity, they are encouraged to get involved during the class. Moreover, it boosts their confidence so they are no longer afraid to express their idea in class.

c) Double planeness (the importance of the arrangement of the classroom and the body language). Suggestopedia regards the student’s

environment as an important factor for learning. Classrooms are therefore supposed to be pleasant and joyful. The comfort of the learners is important thing to encourage them joining into the learning process actively. The comfort derives from the teacher's personality and how he/she manages the class.

The learner learns not only from the effect of direct instruction but from the environment in which the instruction takes place. The bright décor of the classroom, the musical background, the shape of the chairs, and the personality of the teacher are considered as important in instruction as the form of the instructional material itself. (Richards & Rodgers, 1987: 145)

- d) Rhythm and Intonation. The teachers should adjust his/her intonation and rhythm of his/her voice when reading the text or script to the students in order to avoid them being bored. This manner can also emerge the dramatic and emotional feelings among the students so they can be carried away by the dialogue.

Varying the tone and rhythm of presented material helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic material. (Richards & Rodgers, 1987: 145-146)

By the time they are carried away, they can feel the impression of the dialogue or script they heard so it hopefully eases them in comprehending and understanding the words, sentences and expressions.

- e) Concert Pseudopassivity (The psychological relaxation associated with the concert session). Music can be used as a background when the teacher varying his/her intonation and rhythm while reading the

dialogue script for the students. According to the Bulgarian original of the Lozanov thesis which is stated in Jane Brancroft's book (1999:233) it helps releasing the tensions and relaxed attitude. Therefore, the students can focus their mind and easily grasp the new material given.

Both intonation and rhythm are coordinated with a musical background. The musical background helps to induce a relaxed attitude, which Lozanov refers to as concert pseudo-passiveness. This state is felt to be optimal for learning, in that anxieties and tension are relieved and power of concentration for new material is raised. (Richards & Rodgers, 2001: 102)

Music is proven to be the suitable medium, both for the purpose of creating a mentally relaxed state and providing a vehicle for carrying the material to be learned into the open, receptive mind.

2. Assessing Speaking Skills Aspects

Brown (2004:141) states there are five levels in speaking assessment tasks. They are imitative, intensive, responsive, interactive and extensive. Based on the Indonesian Elementary School curriculum, speaking ability achievement includes imitative, intensive and responsive only. It can be seen on the Elementary School Standard Competency of English which states that English learning in Elementary school is intended to improve language skill that is used along with the action or it can be said language accompanying action. Therefore, to accomplish this competency, students must be

challenged and got used to the various adjacency pairs which is a basic step into more complex interaction ability.

1. Imitative means students simply imitate the word, phrase or sentences they heard from the teacher. In this stage students are not required to understand the meaning or participate in the conversation. Student's pronunciation become the most important thing to be paid attention on along with how long sentences they able to imitate in a such time.

Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level or oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated. (Brown, 2004:141)

2. Intensive means that the students are assessed by regarding their short oral language production in narrow range of grammatical, phrasal, lexical or phonological relationships such as directed response tasks, reading aloud, sentence and dialogue completion, etc.

Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships . . . but interaction with an interlocutor or test administrator is minimal at best. (Brown, 204:141)

3. Responsive assessments tasks focus on how the students respond and interact to the simple and short talks, dialogue,

conversation, greetings, etc. Teacher should give more one or two follow up questions to verify the student's speaking ability shown earlier.

Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts. (Brown, 2004:141)

According to Indonesian Elementary School curriculum, three of those speaking assessments types are the most appropriate ones to use to assess Elementary students' speaking ability. It is due to the scope of the speaking ability of elementary school students concerns to imitative, intensive and responsive only.

According to the levels in speaking assessment task above, there are various categories of designing assessment task.

For imitative speaking level, Brown (2004) stated there are couple ways to perform imitative speaking test. One of them is phonepass test. It is a popular test used in imitative speaking test. On this test, the student reads aloud the written sentences that have been prepared by the teacher in advance. After that, he/she listens to the voice through telephone and repeats it in an accurate pronunciation. The aspects assessed here are pronunciation, reading fluency, repeat accuracy, repeat fluency and listening vocabulary.

For intensive speaking level, the student is stimulated to make a short stretches of discourse that is no more than one sentence. The student is given several written dialogue over the paper in which the student's lines have been omitted. By this technique, the teacher can control the output of the students and give time to the student to think the proper answer in more adequate time.

Underhill (1987) describes yet another technique that is useful for controlling the student's output; form filling, or it can be said as "oral questionnaire". Here the student sees a questionnaire that asks for certain categories information (personal data, academic data, etc) and supplies the information orally.

Brown (2004:159) states that assessment of responsive task involves small interaction with an interlocutor, unlike the intensive tasks that only give a small space to develop the student's creativity, responsive task give more space to develop the student's creativity in produce utterance. Question-and-answer tasks is a technique used in assessing responsive tasks. It consists of one or two questions from the teacher or it can be made as an oral interview with several questions at once. Questions at the responsive level tend to be genuine referential questions in which the student is given more opportunity to produce meaningful language in response.

Brown (2004 : 172-173) concludes the categories for oral proficiency scoring, as follows :

a) Grammar

The speaker is assessed by regarding his/her grammar mistakes during the interview.

b) Vocabulary

The speaker is assessed by regarding his/her sufficient knowledge in using or understanding vocabularies.

c) Comprehension

The speaker is assessed by regarding his/her comprehension in understanding simple or difficult questions.

d) Fluency

The speaker is assessed by regarding his/her fluency in performing the interview, whether in answering the question or making statements.

e) Pronunciation

The speaker is assessed by regarding his/her errors frequency in pronouncing the words.

3. Information and Communication Technology (ICT) in Learning Process

The development of Information and Communication Technology has changed how pupils study and acquire information

and knowledge. The internet and other forms of ICT completely change teaching and learning process worldwide.

The using of ICT in learning process has been reinforced by the government in the Rules of Minister of National Education Number 78 in year 2009 about The Implementation of International Standardized School. It is said that teachers are demanded to apply the teaching approach by using ICT, active, creative, effective, fun and contextual basis method.

Pemanfaatan TIK dalam pembelajaran telah ditegaskan pula oleh pemerintah melalui Peraturan Menteri Pendidikan Nasional No 78 Tahun 2009 tentang Penyelenggaraan Sekolah Bertaraf Internasional pada Jenjang Pendidikan Dasar dan Menengah di dalam Bab II. Standar Penyelenggaraan, Bagian Ketiga mengenai Standar Penyelenggaraan, dalam Pasal 5 Ayat 2 menyebutkan bahwa “Proses pembelajaran sebagaimana dimaksud ayat (1) menerapkan pendekatan pembelajaran berbasis teknologi informasi dan komunikasi, aktif, kreatif, efektif, menyenangkan dan kontekstual.” (Gora & Sunarto, 2010: 3)

In order to prepare the learning activity using ICT, there are several devices that have to be in the classroom, such as computer or notebooks, LCD projector, camera, internet access or hot spot area and any helpful software or applications. Leask and Meadows (2002:144) contend that using multimedia software, that is any software which uses more than one medium like text, sound, picture, animation, video, in learning activity is to encourage students to be more active in learning process. Followings are devices that are included in ICT devices that support the ICT-based learning according to Gora and Sunarto (2010:35-44):

1. Computer/Desktops/Tablets

Computer/desktop/tablets have a role as a device that processes the information. Computer/desktop/tablets are where the teachers and students put, process and manage some information.

2. LCD Projector

LCD projector is a device that projects the information, in this case is the teaching material in front of the class so all the students in the class can see the whole presentation.

3. Camera and Video Recorder

Camera is a device to capture images, meanwhile a video recorder captures video or motion pictures. Images and videos are important to support the teaching material.

4. Internet and Intranet Access

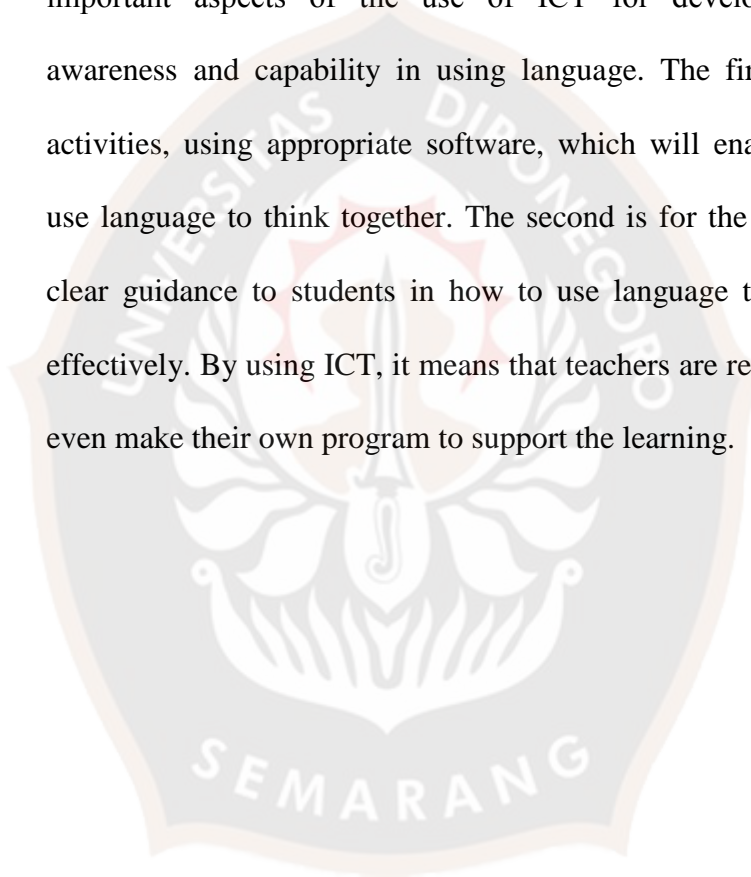
Internet is a global system of interconnected computer networks that use the standard internet protocol suite. An access to internet helps students to look some information in fast and efficient way. Intranet is the generic term for a collection of private computer networks within an organization. A school intranet uses network technologies as a tool to facilitate communication between students or teachers to improve the data sharing capability and overall knowledge base of a school's relevance.

5. Application Software

Application software plays a very important role in operating the hardware (computer, desktops or tablets). Computer programs are one of the application software. It is a group of instructions that are encrypted in the form of language, code, scheme or any other form. If the computer programs combine with the computer-readable media, the computer will work well in doing the particular work and interpreting the instructions. In this research, the writer uses RPG Maker, Microsoft Mouse Mischief, Microsoft PowerPoint 2010 and Flash Player. RPG Maker is a game where the player has to solve the problems to go to the next level by completing the unfinished sentences or answer the questions using English. Microsoft Mouse Mischief is software that integrates into Microsoft Power Point that allows more than one mouse devices be active in the same time at the same computer.

English, among the other subjects, is considered as a subject which has constraints as well as opportunity in using ICT during the learning process. Many have thought that ICT-based classroom is the most silent one. It is due to the perception that ICT-based classroom means students only face with their own computer without making any interaction with others. Therefore, it seems that ICT is not a

suitable for learning English. Meanwhile, English is a subject ready to think about new ways of constructing reading and writing; about the pedagogical value of collaborative work and the possibilities afforded by the renaissance of learning made possible through ICT. For that reason, Adams & Brindley (2007:1) concluded there are two important aspects of the use of ICT for developing student's awareness and capability in using language. The first is to design activities, using appropriate software, which will enable students to use language to think together. The second is for the teacher to give clear guidance to students in how to use language to communicate effectively. By using ICT, it means that teachers are required to use or even make their own program to support the learning.



CHAPTER III

RESEARCH METHOD

The study is focused on the effectiveness of using ICT in suggestopedia method in improving speaking skills of the fifth grade students in Al Firdaus Islamic Elementary School, Semarang. The following procedures are adopted for studying the teaching effectiveness.

A. Research Design

In this research, the writer used true experimental design. There are two groups in this study; the control group and the experimental group. This research uses pretest-post test design for both group, therefore it can be described as follows:

R	O ₁	X	O ₂
R	O ₃		O ₄

Where R represents Randomization Task, O₁ represents Experiment Group Pretest, X represents treatment, O₂ represents Experiment Group Post Test, O₃ represents control group pretest and O₄ represents control group Post Test.

The first group is the group with the treatment and it is called experimental group. In this case, the experimental group is treated with the suggestopedia method with ICT. Meanwhile, the other group is a control group which is treated with the standard suggestopedia method.

Dörnyei (2007:116) states that the progress is measured by administering pretest before the intervention and post-test after the treatment has been completed. The comparison of the two groups in such a 'pretest-post-test-control-group design' is carried out by using statistical procedure.

B. Population

Population is any set of people or events from which the sample is selected and to which the study results will generalize.

The population as the sources of the data in this research was the class of V A and V B of Al Firdaus Islamic Elementary School, Semarang. The students of both classes became the subjects of this research. There were 30 students in each class.

C. Sample

The sampling technique used in this research is simple random sampling. Saleh (2008:40) states that for population under 100 the sample taken is 50 %. Therefore, the writer takes 15 out of 30 students each group. The writer used drawing method to pick up the samples.

D. Research Procedure

This research procedure is conducted as follows:

- a) Pretest

The pretest session consisted of three types of speaking assessments. They are Phonepass test, oral questionnaire and question-answer task.

The Phonepass test specification is described as follows:

Part	Test	Score
A	<p>Students read aloud the selected sentences from among those printed on the test sheet, examples:</p> <ol style="list-style-type: none"> 1) Fishing is my father's favorite hobby. 2) They are playing see saw in the front yard. 	<p>The overall score is calculated as a weighted average of the five subscores. The subscores are defined as follows:</p> <p><i>Listening vocabulary</i> is familiarity with everyday words used in phrases and sentences.</p>
B	<p>Students repeat sentences they heard through the headset. Examples:</p> <ol style="list-style-type: none"> 1) Grab the eraser and clean the whiteboard. 2) He has bread and jam for breakfast. 	<p><i>Repeat Accuracy</i> is the ability to repeat utterances verbatim.</p> <p><i>Reciting/Pronunciation</i> represents skill in reading and repeating</p>

		sentences aloud.
C	<p>Students answer questions with a single word or a short phrase of two or three words. Examples:</p> <ol style="list-style-type: none"> 1) Do you have a best friend? 2) Would you like a fried chicken or fried egg? 	<p><i>Reading Fluency</i> measures rhythm, phrasing, timing and pausing in reading aloud.</p> <p><i>Repeat Fluency</i> measures rhythm, phrasing, timing and pausing in sentence repetition.</p> <p>All scores are reported in the range from 2 through 8. The test-retest reliability of Phonepass Overall scores (0.94) is adequate for many purposes.</p>

Oral Questionnaire can be described as follows:

1. What is your name?
2. How old are you?
3. Where do you live?
4. What grade are you in?
5. What is your hobby?

Question and Answer Task can be described as follows:

1. What is your favorite TV shows?
2. Why do you like it?
3. What do you think about English lesson?

Both Oral Questionnaire and Question and Answer Tasks are assessed with the same technique, which uses oral proficiency scoring.

The same procedure is applied in both groups. The speaking pretest was held on February 2nd, 2012. Based on the pretest result, it can be concluded that more than 50% of the students in both groups did not complete the overall scores.

b) Treatment

For the treatment group, the writer designed the teaching process using suggestopedia method with ICT. This

Meeting	Activities
1	<ul style="list-style-type: none"> <li data-bbox="842 645 1369 965">➤ Teacher was chose the new identity for each student by using rolling games in PowerPoint software. This was done to attract student's attention. <li data-bbox="842 1010 1369 1256">➤ Students watched the video of the situation in the New York street. This was done to get them deeper into their characterization. <li data-bbox="842 1301 1369 1480">➤ The students introduced themselves in front of the class with their new identity. <li data-bbox="842 1525 1369 1704">➤ Teacher showed the dialogue over the PowerPoint slides and provided the meaning in native language. <li data-bbox="842 1749 1369 1850">➤ Teacher read the dialogue aloud with the music as a background. <li data-bbox="842 1895 1369 1928">➤ The students did the same as the

	teacher just did.
2	<ul style="list-style-type: none"> ➤ The students introduced their new identity again in front of the class. ➤ Students were divided into small groups and given a laptop for each group. It contained the dialogue that had been showed earlier and also a video which functions as a setting of the dialogue. ➤ Teacher once again read the dialogue with the music as background. ➤ Students performed the dialogue in front of the class.
3	<ul style="list-style-type: none"> ➤ The students introduced their new identity again in front of the class. ➤ Students were divided into small groups and are given a laptop for each group. It contained game that requires them to fill in the blank part of the dialogue. ➤ Teacher taught the student to sing a song.

	<ul style="list-style-type: none"> ➤ Teacher gave a question to the students, such as “What is your name?” by drawing them through rolling games in PowerPoint.
4	<ul style="list-style-type: none"> ➤ The students introduced their new identity again in front of the class. ➤ Students performed the dialogue with the optional setting like restaurant, library or classroom.

This procedure is repeated for each different theme, for instance, Library, Food and Drink, Public Places, etc.

c) Post Test

The post test session consisted of three types of speaking assessments as the pretest session. They are Phonepass test, oral questionnaire and question-answer task. On this post-test session, the tasks are little bit more complicated than the pretest task.

E. Instruments and Data Collection

The data collected were quantitative data. The data were obtained from the students' speaking score. From the Phonepass task, there were several assessment aspects: pronunciation, reading fluency, repeat accuracy, repeat fluency and listening vocabulary. From the oral questionnaire and

question and answer task, the assessment aspects are grammar, vocabulary, comprehension, fluency, pronunciation and task. The score of each aspect was described in the range of rating scale.

From the oral proficiency scoring categories (Brown, 2004: 174), subcategories of oral proficiency scores are:

Level	Description
0	Unable to function in the spoken language.
0+	Able to satisfy immediate needs using rehearsed utterance.
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
2	Able to satisfy routine social demands and limited work requirements.
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding task.
4	Able to use the language fluently and accurately on all levels

	normally pertinent to professional needs.
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of well-educated, highly articulate native speaker.
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.

F. Data Analysis

In this research, the data were analyzed by using non statistical and statistical procedures. The qualitative data were analyzed using the descriptive technique. The presentation of the descriptive data were also called “data analysis”. The statistical analysis was used to analyze the result of the students’ speaking score.

Dörnyei (2007:215) states that comparing various groups of people is the most common statistical procedure in applying linguistics research. In statistic there are different methods available for such comparisons depending on the number of groups we wish to analyze. It needs Independent Samples T-test to analyze the data obtained. Independent Samples T-test compares the mean scores of two groups on a given variable. It is used to find out whether there is a significant difference between two separated groups or not. Therefore, this study used Independent Samples T-test to find out the

significant difference between the control group-class 5A- and experimental group-class 5B.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter provides the result of the research. It provides the statistical analysis result of the pretest and Post test from both experimental group and control group. It also discusses the result of the pretest and Post test from both experimental group and control group.

1. Pretest Result of Experimental Group

The pretest session was divided into two sections. The first section was Phonepass test. On this section, the students listened to the two simple sentences using headphones. They were expected to repeat the sentences as accurately as possible. Those sentences are:

- 1) Grab the eraser and clean the whiteboard.
- 2) He has bread and jam for breakfast.

After listening to the record, the students were reading sentences aloud. Those sentences are:

- 1) Fishing is my father's favorite hobby.
- 2) They are playing see saw in the front yard

Furthermore, they were required to answer a couple of simple questions, such as;

- 1) Do you have a best friend?

- 2) Would you like fried chicken or fried egg?

The students' answers assessed on five aspects. They were listening vocabulary, repeat accuracy, reciting/pronunciation, reading fluency and repeat fluency. The score range for each aspect was 2 – 8.

The result score of the Phonepass session was analyzed using Descriptive Statistical Analysis. It describes the average score, the standard deviation, variance, maximum score and minimum score.

The second section of the pretest session was Oral Questionnaire test. On this section, the teacher asked several common questions which needed longer answers, such as;

- 1) What is your name?
- 2) How old are you?
- 3) Where do you live?
- 4) What is your hobby?
- 5) How do you go to school?
- 6) What time do you get up?
- 7) What is your favorite TV shows/series?
- 8) Why do you like it?
- 9) What do you think about English lesson?

The students' answer was assessed on five aspects as well. They were grammar, vocabulary, comprehension, pronunciation and fluency. The score range for each aspect is 0 – 5.

The result of Descriptive Statistical Analysis of pretest score result of experimental group can be described as follows;

Table 4.1 Descriptive Statistics of Experimental Group (5B) Pretest Score Result

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest Phonepass Score of Class 5B	15	6.00	10.00	16.00	12.6000	1.84391	3.400
Pretest Oral Questionnaire Score of Class 5B	15	6.00	10.00	16.00	12.0000	1.69031	2.857
Valid N (listwise)	15						

Table 4.1 above shows that the mean or average score of Pretest Phonepass score of class 5B (the experimental group) was 12.6. The maximum score was 16 and the minimum score was 10. For the result of Oral Questionnaire pretest score was quite similar. The average score was 12, the maximum score was 16 and the minimum score was 10.

2. Pretest Result of Control Group

The pretest session of control group was similar to experimental group. The students were required to listen to some sentences and repeat them accurately, read a couple of sentences and answer some simple questions.

The result score of the Phonepass session was analyzed using Descriptive Statistical Analysis. It describes the average score, the standard deviation, variance, maximum score and minimum score.

The result of Descriptive Statistical Analysis of pretest score result of control group can be described as follows:

Table 4.2 Descriptive Statistics of Control Group (5A) Pretest Score Result

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest Phonepass Score of Class 5A	15	10.00	10.00	20.00	13.2667	3.17280	10.067
PreOQ5A	15	6.00	9.00	15.00	11.3333	1.83874	3.381
Valid N (listwise)	15						

As can be seen on table 4.2, the mean or average score of pretest Phonepass score of class 5A (the control group) was 13.26. The maximum score was 20 and the minimum score was 10. Meanwhile, the average score of Oral Questionnaire pretest was 11.33, the maximum score was 15 and the minimum score was 9.

3. Post test Result of Experimental Group

Similar to pretest session, the Post test session was also divided into two sections: Phonepass test and oral questionnaire test. In this session, the test materials were more complicated than the test material in the pretest session.

On the Phonepass test, the students listened to the two sentences using headphones. They were expected to repeat the sentences as accurately as possible. Those sentences are:

- 1) My uncle is a pilot. He flies an airplane.
- 2) My mother buys all kinds of meat in the supermarket.

After listening to the record, the students were reading sentences aloud. Those sentences are:

- 1) There are many Japanese restaurants in my town.
- 2) My grandparents are here to visit their new born grandson.
- 3) New York is also known as the Big Apple.

Furthermore, they were required to answer a couple of simple questions, such as;

- 1) How are you?
- 2) What is your name?
- 3) How old are you?
- 4) Where do you live?
- 5) How many siblings you have?
- 6) What is your hobby?
- 7) How many times you do your hobby in a week?
- 8) What grade are you in?
- 9) How do you go to school?
- 10) Who drive you to school?
- 11) What time do you get up?
- 12) What time do you go to bed?
- 13) What do you do after school?
- 14) Do you watch TV?
- 15) What is your favorite TV shows?
- 16) Why do you like it?

17) What is your favorite TV channel?

18) What do you think about the weather today?

19) Do you know how to order in a restaurant?

20) Tell me about your favorite restaurant/movie/band!

The score range was exactly similar to the pretest. It was 2 – 8 for the Phonepass test and 0 – 5 for the oral questionnaire test.

The result of Descriptive Analysis of Post test score result of experimental group can be described as follows:

Table 4.3 Descriptive Statistics of Experimental Group (5B) Post test Score Result

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Post test Phonepass Score of Class 5B	15	16.00	20.00	36.00	29.1333	4.71876	22.267
Post test Oral Questionnaire Score of Class 5B	15	2.00	20.00	22.00	21.0667	.79881	.638
Valid N (listwise)	15						

From the result of Descriptive Statistic on table 4.3, it can be concluded that the Post test Phonepass average score of experimental group was 29.13. The maximum score was 36 and the minimum score was 20. Meanwhile, the Post test oral questionnaire average score was 21.06. The maximum score was 22 and the minimum score was 20.

As shown in table 4.1 and 4.3, the Post test Phonepass average score was 16 points better than the pretest. The Post test oral questionnaire average score was 10 points better than the pretest.

4. Post test Result of Control Group

The Post test session of control group was similar to experimental group. The students were required to listen to some sentences and repeat them accurately and answer some more complicated questions.

The result score of the Phonepass session was analyzed using Descriptive Statistical Analysis. It describes the average score, the standard deviation, variance, maximum score and minimum score.

The result of Descriptive Analysis of Post test score result of control group can be described as follows:

Table 4.4 Descriptive Statistics of Control Group (5A) Post test Score Result

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Post test Phonepass Score of Class 5A	15	8.00	14.00	22.00	17.4000	2.77231	7.686
Post test Oral Questionnaire Score of Class 5A	15	7.00	11.00	18.00	14.4667	2.03072	4.124
Valid N (listwise)	15						

As we can see on table 4.4, the Post test Phonepass average score of control group was 17.4. It was only four points apart from the pretest score. Meanwhile, the average score for Post test oral questionnaire was 14.46. It was only two points away from the pretest average score.

5. The Significance of Pretest and Post test Result of Experimental Group (5B).

After finding out the result of pretest and the Post test of the experimental group, the significance of both results is necessary to observe in order to identify the significance of the treatment (suggestopedia method with ICT) toward the improvement of student's speaking skills.

Therefore, the Paired Sample T-test is needed to identify the significance value. The basic guideline in reading the Paired Sample T-test Analysis result is by looking up the Sig (2-tailed) value. If the Sig (2-tailed) value is more than 0.05, the null hypothesis is acceptable. It means that there is no significant difference of students' speaking skill after the treatment. It can be said that the treatment is not effective enough in improving students' speaking skill. On the contrary, if the Sig (2-tailed) is less than 0.05, the alternative hypothesis is acceptable. It means that there is a significant difference of students' speaking skill after the treatment. It can also be said that the treatment (in this case is Suggestopedia with ICT) is effective in improving students' speaking skill.

The following table is the result of Paired Sample T-test of experimental group (5B).

Table 4.5 Paired Samples T-test Result of Experimental Group (5B)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Score of Class 5B	24.6000	15	2.64035	.68173
	Post test Score of Class 5B	50.2000	15	4.95984	1.28062

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Score of Class 5B - Post test Score of Class 5B	-2.56000E1	5.42218	1.40000	-28.60270	-22.59730	18.286	14	.000

As shown on table 4.5, the Sig (2-tailed) value is 0.000. It is less than 0.05. So it can be concluded that the alternative hypothesis is acceptable, which means that suggestopedia with ICT is effective in improving the students' speaking skills.

6. The Significance of Pretest and Post test Result of Control Group (5A)

As well as the experimental group, the control group was also using Paired Samples T-test to analyze the significance value of pretest and Post test result of the control group. The basic guideline in reading the Paired Sample T-test Analysis result is by looking up the

Sig (2-tailed) value. If the Sig (2-tailed) value is more than 0.05, the null hypothesis is acceptable. It means that there is no significant difference of students' speaking skill after the treatment. It can be said that the treatment is not effective enough in improving students' speaking skill. On the contrary, if the Sig (2-tailed) is less than 0.05, the alternative hypothesis is acceptable. It means that there is a significant difference of students' speaking skill after the treatment. It can also be said that the treatment (in this case is Suggestopedia without ICT) is effective in improving students' speaking skill.

The following table is the result of Paired Sample T-test of control group (5A).

Table 4.6 Paired Samples T-test Result of Control Group (5A)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Score of Class 5A	24.6000	15	3.96052	1.02260
	Post test Score of Class 5A	31.8667	15	4.05087	1.04593

Paired Samples T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Score of Class 5A - Post test Score of Class 5A	-7.26667	2.52039	.65076	-8.66241	-5.87092	-11.166	14	.042

As shown on table 4.6, the Sig (2-tailed) value is 0.042. It is less than 0.05. So it can be concluded that the alternative hypothesis is acceptable, which means that suggestopedia without ICT is quite effective in improving the students' speaking skills. However, significance levels shows how likely result is due to chance. The most common level, used to mean something is good enough to be believed, is .95. This means that the finding has a 95% chance of being true. The statistical table will not show "95%" or ".95" to indicate this level. Instead it will show ".05," meaning that the finding has a five percent (.05) chance of not being true, which is the converse of a 95% chance of being true. The conclusion drawn from the table 4.6 is that there is about 42% chance of not being true. This means that there is 42% chance that the score progression made by the students of class 5A on Post test is nothing to do with the treatment (suggestopedia without ICT).

7. The Significance of Post test Result Between Experimental Group (5B) and Control Group (5A)

The significance value of Post test result between the experimental and control group is needed to be analyzed in order to find out how significant different made by the two groups in improving speaking skills. Therefore, the Independent Samples T-test is used to find out the matter. By knowing the result of the

Independent Samples T-test analysis, it can be seen whether there is a significant difference in the Post test result between the experimental group and the control group.

Following is the result of Independent Samples T-test analysis of both groups' Post test.

Table 4.7 Independent Samples T-test Result of Class 5B and 5A

Score	N	Mean	Std. Deviation	Std. Error Mean
Post test Score of 5B and 5A 5B	15	50.2000	4.95984	1.28062
5A	15	31.8667	4.05087	1.04593

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post test Score of 5B and 5A	.756	.392	11.088	28	.000	18.33333	1.65347	14.94635	21.72032	
Equal variances assumed			11.088	26.926	.000	18.33333	1.65347	14.94025	21.72641	
Equal variances not assumed										

From the result of Independent-Samples T-test on table 4.7, it can be concluded that the Sig on Levene's test for Equality of Variances is 0.392, which is bigger than 0.005, so it means that both groups have similar data variance.

However, the Sig (2-tailed) value is 0.000 which is smaller than 0.05, it means that there is a significant difference in the mean value of both groups. It indicates that based on the average score between both groups, there is a huge chance that the broad difference in their average score is due to the different treatment toward each group. In conclusion, the Suggestopedia method with ICT had better improvement on the student's speaking skill than Suggestopedia method without ICT.

a. Statistical Analysis of Phonepass Test

Phonepass test was taken to figure out the students' ability in imitative level. Its goal was to assess the student's ability in imitating the words they heard in English. The aspects assessed at Phonepass test were listening vocabulary, repeat fluency, repeat accuracy, pronunciation and reading fluency. Both groups made a progressive result after treatment. The result was being analyzed by using Independent Sample T-test of SPSS.

Following table is the result of Independent Sample T-test for Phonepass test of both groups.

Table 4.8 Independent Samples T-test of Phonepass Post test of Class 5A and 5B

Score		N	Mean	Std. Deviation	Std. Error Mean
Phonepass Posttests of Class 5A and 5B	Control Group 5A	15	17.4000	2.77231	.71581
	Experimental Group 5B	15	29.1333	4.71876	1.21838

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Phonepass Posttets of Class 5A and 5B	3.944	.057	8.303	28	.000	-11.73333	1.41309	14.62792	8.83875
Equal variances assumed			-					-	-
Equal variances not assumed			8.303	22.636	.000	-11.73333	1.41309	14.65914	8.80753

By looking up the result of Independent Sample T-test above (Table 4.2), the conclusion can be drawn based on the null hypothesis (Ho) and alternative hypothesis (Ha). The null hypothesis (Ho) means that there is no significant difference between the both groups if the Sig (2-tailed) value is bigger than 0,05. Meanwhile, the alternative hypothesis (Ha) means there is a significant difference between both groups. So, it can be concluded that according to table 4.2, the Sig (2-tailed) value is 0.000 and smaller than 0,05 so Ho is rejected and the Ha is acceptable It also means that there is significant difference in Phonepass score result between the control group (5A) and the experimental group (5B).

As we can see from the table 4.8, the mean or average score of 5A students is 17.4. While in class 5B, the mean or average

score of 5B is 29.13. So, there is about 11.73 different points between class 5A and 5B. It indicates that class 5B had a way better result in Phonepass test.

b. Statistical Analysis of Oral Questionnaire Test

At the oral questions session, there are several questions the students must answer. At the oral question test, there are about twelve questions. This test was taken to assess the student's ability in understanding a simple conversation and able to give a simple feedback. There are five aspects to be assessed in oral question test. They are vocabulary, grammar, pronunciation, comprehension and fluency.

Following table is an Independent Sample T-test for Oral Questionnaire Post test score of class 5A and 5B.

Table 4.9 Independent Sample T-test for Oral Questionnaire Post test of Class 5A and 5B

Score	N	Mean	Std. Deviation	Std. Error Mean
Oral Questionnaire Post test 5A	15	14.4667	2.03072	.52433
of Class 5A and 5B 5B	15	21.0667	.79881	.20625

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means					
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Lower	Upper
Oral Questionnaire	Equal variances assumed	7.721	.010	-11.714	28	.000	-6.60000	.56344	7.75415	5.44585
Class 5A and 5B	Equal variances not assumed			-11.714	18.231	.000	-6.60000	.56344	7.78266	5.41734

By looking up the result of Independent Sample T-test above (Table 4.9), the conclusion can be drawn based on the null hypothesis (Ho) and alternative hypothesis (Ha). The null hypothesis (Ho) means that there is no significant difference between the both groups if the Sig (2-tailed) value is bigger than 0,05. Meanwhile, the alternative hypothesis (Ha) means there is a significant difference between both groups. So, it can be concluded that according to table 4.3, the Sig (2-tailed) value is 0.000 and smaller than 0,05 so Ho is rejected and the Ha is acceptable. It also means that there is significant difference in Oral Questionnaire score result between the control group (5A) and the experimental group (5B).

As shown in table 4.9, the average Oral Question score of class 5A students is 14.46 and class 5B students is 21.06. There is about 6.6 different score between them.

B. Discussion

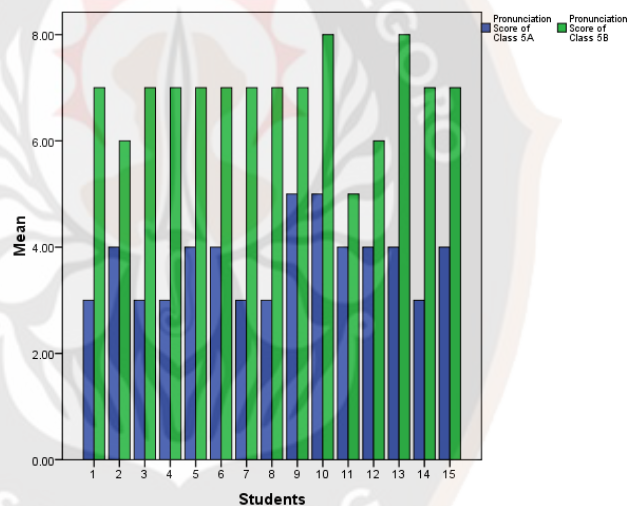
1. Phonepass Test

There are five aspects assessed in Phonepass test, they are pronunciation, reading fluency, repeat accuracy, repeat fluency and listening vocabulary.

a. Pronunciation

Following is the Graph of Post test pronunciation score of Class 5A and 5B students.

Figure 4.1. Graph of Post test Pronunciation Score of Class 5A and 5B



As can be seen in figure 4.1, the blue bars represent students' pronunciation score of class 5A and the green bars represent students' pronunciation score of class 5B. There are two students of class 5B reached score 8, and there wasn't any student of class 5A who reached score 8. There are ten students of class 5B reached score 7, and there wasn't any student of class 5A who reached score 7. All of the

students of class 5A reached points below 6. The highest score they can achieve was 5.

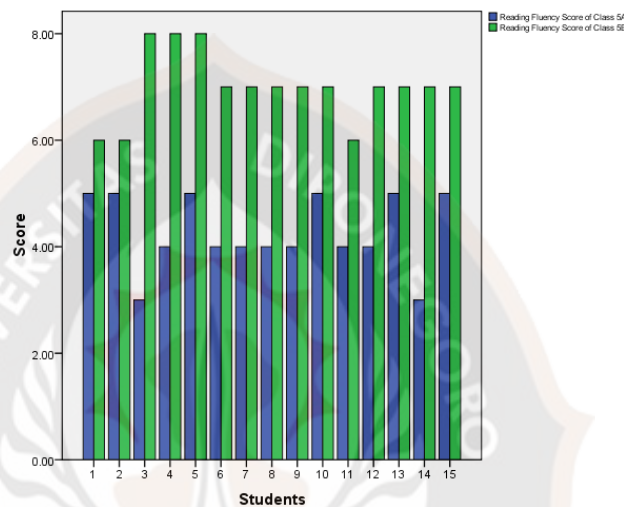
In fact, there are only six students of class 5A that made progress in pronunciation score, even four others' pre Phonepass score were better than their post Phonepass score, and the three remain had the same score. It can be seen that the pronunciation aspect did not influence much towards the students of class 5A at the Post test. Meanwhile, the result of Phonepass score of students of class 5B significantly increased. There are 14 students making progress in pronunciation score, while there was only one student having lower result at the Post test.

The different outcome between class 5A and 5B is due to the different treatment between them. In suggestopedia method that was applied in class 5A, the only voice they heard was coming out from their English teacher. The situation is different in class 5B. They heard not only their English teacher's voice but also native speaker's voice more frequently during the treatment. Students in class 5B watched a conversation video conducted by the native speakers and later performed the exact conversation by themselves. It is why their pronunciation score at the Post test was better than students of class 5A.

b. Reading Fluency

The other aspect in Phonepass test is reading fluency. The graph below (Figure 4.2) describes the Post test reading fluency score of class 5A and 5B students.

Figure 4.2. Graph of Post test Reading Fluency Score of Class 5A and 5B



As can be seen in figure 4.2, the blue bars represent students' reading fluency score of class 5A and the green bars represent students' reading fluency score of class 5B. There are three students of class 5B who reached score 8, nine other students reached score 7, and three remains students reached score 6. Meanwhile, all of the students of class 5A reached points below 6. Six out of fifteen students of class 5A reached score 5, seven other students reached score and two remains reached score 3.

The result reveals that the reading fluency score at the Post test is not increased significantly for class 5A students. There are six

students who didn't make better scores at the Post test. There are only four students who could improve their reading fluency.

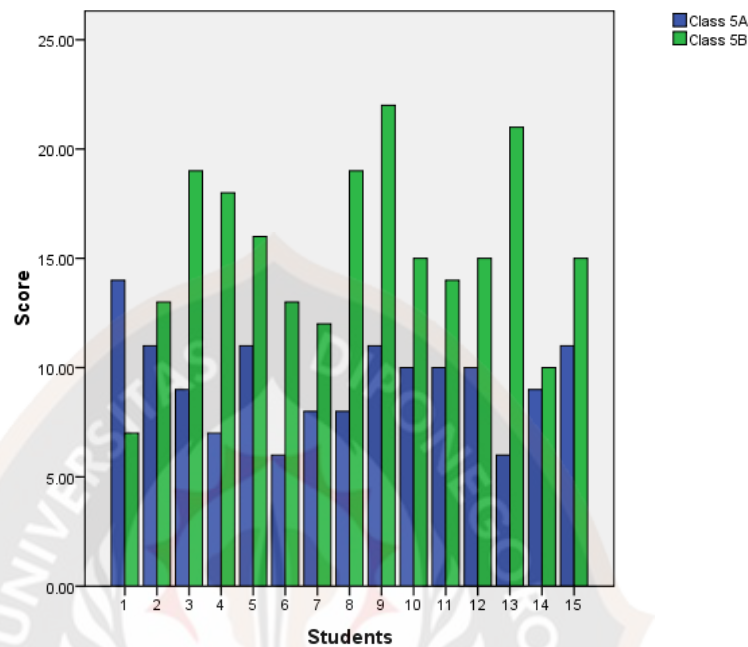
Most students of class 5A haltingly read the sentences at the pretest session. They had difficulty in pronouncing “Japanese”, “town”, “grandson” and “known”.

The score results in reading fluency of class 5B students indicates that there was a significant improvement in reading fluency of students in class 5B. There are thirteen students who made a better score in reading fluency at the Post test. It is because their reading activity in class that applies suggestopedia with ICT was more interesting than the class that applies suggestopedia only. They read many English sentences in almost game they played in the class. Therefore, they increased their ability in reading fluency.

c. Listening Vocabulary, Repeat Accuracy and Repeat Fluency

Figure 4.3 describes the score of remain aspects of Phonepass test; listening vocabulary, repeat accuracy and repeat fluency for both classes. It was a test when students listened in a voice over a voice recording and then repeated the sentences they had just heard. The score was gathered by considering the time students took their repetition, the fluency and accuracy of the students' repetition.

Figure 4.3. Graph of Listening Vocabulary, Repeat Accuracy and Repeat Fluency Post test Score of Class 5A and 5B



As shown in figure 4.3, the blue bars represent the class 5A score and the green bars represent the class 5B score. There are one students of class 5B who reached score 22, and the others' score vary from 21 to 7. Meanwhile, the highest score students of class 5A could reach was only 15. There are three students could reach score 15. The other's score vary from 14 to 6.

From the Post test score result of 5A, there was an improvement in listening vocabulary, at least there are nine students get an improvement score, where the others got stagnant score.

During the pretest session, the students listened to the couple sentences uttered by the native speakers; He has bread and jam for breakfast (sentence number 1) and Grab the eraser and clean the

blackboard (sentence number 2). The students were quite difficult to repeat the whole sentences. They could only repeat the particular words that have been familiar to them, such as “He”, “has” and “for”. Most of them were not able to repeat the word “bread”, “grab”, “eraser”, “breakfast” and “blackboard” even though those words were familiar to them as well. It is because they weren’t familiar with the native speaker’s pronunciation yet. However, only few students were able to repeat the whole or even half sentence. They could only at least repeat only four words.

At the Post test, nine of the students of class 5A made a slight progression in listening vocabulary score. They made approximately 2.5 higher score for each student.

Meanwhile, there are about twelve students of class 5A who made a progression in repeat accuracy score. They made approximately 2.08 higher score for each student. In the Phonepass Post test, they were listened to the voices of native speaker pronouncing (1) My uncle flies an airplane, he is a pilot, (2) My mother buys all kind of meat in the supermarket. Most of them could repeat “My”, “uncle”, “airplane”, “pilot”, “mother” and “supermarket”. Words they couldn’t repeat were “flies”, “he” (most of them pronounced it as “she”), “buys”, “all kinds” and “meat”. Most of them could repeat the sentences in the second or third around. It

means it took about two or more times in playing the record for them before they could pronounce it back.

The score result of repeat fluency in Phonepass Post test of students class 5A were improved. There are twelve students had made score progression in Phonepass Post test. They made approximately 2.8 higher score for each student. They took more than two minutes to repeat the sentences.

Meanwhile, from the Post test score result it can be concluded that there are about nine students of class 5B made a progression in the listening vocabulary. There are nine students who could improve their score. At the Phonepass pretest session, the class 5B students could only repeat the words “he”, “has”, “for”. It was quite similar to the students of class 5A. However, at the Phonepass Post test, they made a better progression than the students of class 5A. Similar to students of class 5A, students of class 5B were also listened to the voices of native speaker pronouncing (1) My uncle flies an airplane, he is a pilot, (2) My mother buys all kind of meat in the supermarket. Most of them could repeat almost whole sentences. They missed the words “an”, “a”, “ all kinds of”, “buys” and “meat”. Most of them were successfully repeat “flies”, “uncle”, “airplane”, “pilot”, “my mother” and “supermarket”. Therefore, there are about twelve students of class 5B who made a progression in repeat accuracy score. They made approximately 2.6 higher score for each student and 3.09

higher score in repeat fluency. If the students of class 5A took about more than two minutes to repeat the sentences, the students of class 5B only took approximately one minute to do it. They could repeat the sentences directly after the first round. So it was not necessary to play the record more than once.

From the result of the experiment above, it can be concluded that there is light difference in Phonepass test outcome between the class 5A which applies the suggestopedia method only and class 5B which applies the suggestopedia with ICT method. The most striking difference was the rapidity in repeating the sentences between the both groups. It was evident that the experimental group was one minute quicker than the control group in repeating the sentences.

1. Oral Questionnaire Test

The outcome scores obtained indicates the increasing of Oral Questions Post test average score of 5A students to 14.46. There was about 3.16 higher score in Oral Question Post test. There are several students made a progression in Oral Question score. At least there are eleven students had a better score in Oral Question Post test.

Meanwhile, in the class 5B, which applied the suggestopedia with ICT method, the outcome scores obtained indicates the increasing of Oral Questions Post test average score of 5B students to 21.06. There was about 9.06 higher score occurred after the treatment.

This score is higher than the score progression of class 5A. So there was a difference between the final result of the class 5A and 5B.

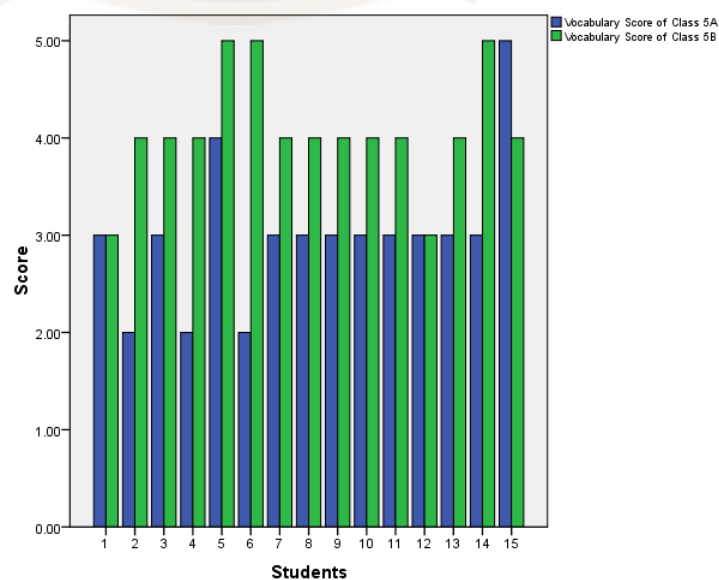
The score result of the test may differ in each aspect, so there is an explanation for each aspect, which are Vocabulary, Grammar, Pronunciation, Comprehension and Fluency.

a. Vocabulary

Vocabulary aspect considers the ability of the test taker in using some words in order to express his idea and join in the conversation. In class 5A, the average Post test score of Vocabulary aspect is 3. There are nine students made a progression in vocabulary score at the Post test. They made approximately 0.8 higher score for each student. However, five other students made the same score at the Post test, and one student even made worse score in Post test.

Following graph describes the Post test Oral Questionnaire score of class 5A and 5B.

Figure 4.4. Graph of Vocabulary Aspect Score of Oral Questionnaire Post test of Class 5A and 5B



As shown in figure 4.4, the blue bars represent the class 5A score and the green bars represent the class 5B score. There was one student of class 5A reached the highest score. The other reached 4, 3 and 2. Meanwhile, there are three students of class 5B reached the highest score. Ten students reached score 4, and one student reached score 3.

In the pretest, many students still answer the questions using Bahasa Indonesia, whether for the whole or half sentence. It means that they have speaking vocabulary sufficient to express themselves simply with some circumlocutions. They used Bahasa Indonesia everytime they answer the question about their address, such as student #2. He said “I live in street four”, which means he lives in the Wonodri street number four hundred twenty two. He was probably not sure with his own answer. In some cases, such as in the student #1 and #9, They paused after finished the line “I live in”, They were taking some times to find out the equivalent word to “Jalan” in English. The student #4 answered “I go to school (pause)*naik tu apa?*” when he was asked about how does he go to school. It indicates that he lack of knowledge in vocabulary in mentioning vehicle he uses to go to school. He also answered “Get up *tu apa?*” when he was asked about the time he usually gets up. And numbers became the

issue for some of them, such as student #6. He couldn't tell his own age and clock, he answered "thirty year age" in replying the question about his age and "jam (pause) empat" in replying about the time he usually gets up in the morning. When he is asked about his favorite TV shows, he paused sometimes and ended up with made a question using Bahasa Indonesia "Apa ya?". It happened in students #3, #4 and #7 as well. The interesting thing was when they were asked about their favorite hobby, seven out of ten boys in the class 5A answered either "play football" or "football" or "playing football". It seems like "playing football" is the most well-known hobby they often hear so it is the first kind of hobby that pop into their head every time they were asked about their favorite hobby.

At the Post test, students of class 5A made a slight progression. It means that their vocabulary is one level higher. It can be said that at this score, they are able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

We can see it in the student #5, #9, #12, #13 and #14. They weren't able to tell their address previously, but in the Post test they could tell his address properly. The same case also happened in student #7. In the pretest, she could only tell "I live in (and then pause and stops right there)" however, in the Post test she could tell it quite

well by saying “I live at Setya Raya number two three six.” Again, there are several students have some issue with numbers. However, there are students who were able to overcome their numbers issue they had on previous session. Student #14 replied “I am get up . . .” when she was asked “What time do you get up?” she replied “eee five o’clock” when she was asked the same question at the Post test.

There seems like an adjective issue appeared. It can be seen in the student #7 and #10, when they were asked about her favorite TV shows, they could answer it well but they had a difficulty to tell why. They could only come up with “I like it (long pause and stops)”. They had a trouble in describe their opinion using adjectives. It also happens in student #11 at the same question, she could only reply in Bahasa Indonesia “menarik”. The student #13 could tell his favorite movie but he wasn’t able to say why.

In replying the question “What grade are you in?”, most of them couldn’t answer it, however they could answer it when the word ‘grade’ was replaced with ‘class’. The same thing happen when they were asked “How many siblings you have?”. They couldn’t get it before the word ‘siblings’ was replaced with ‘brothers and sisters’. From the Post test score result, it can be concluded that the students still have some difficulties in expressing their opinion. It can be seen from the way they answer the question about how they think of English lesson on their class and about the weather that day. Most of

them just said “pass” and others only could say “I think” and then paused and stopped.

The circumstance is relatively different in class 5B which is applied the suggestopedia method with ICT. There are nine students made a progression in Vocabulary score at the Post test. They made approximately 2 higher score for each student. It is 1.2 points away from the class 5A. Meanwhile, the rest of them didn't make any progression.

The students of class 5B almost made the same result as the class 5A student in Vocabulary aspect. At the beginning, many of the class 5B students still used Bahasa Indonesia in answering the questions. At least there are eight students used Bahasa Indonesia in answering the questions, whether for confirming “*apa?*” or even asking the equivalent word in English. Student #6 for instance she asked “*lucu tu apa?*” when she didn't know how to say “funny”. Student #1 said “*Jalan Garuda nomer satu*” when she was asked about her address. Students #4 also did the same thing. She replied “*pusponjolo barat number sembilan*”. They were completely confused how to tell address in English. The student #3 did the same thing, but then he revised his answer immediately. He said “in *jalan* eh street Kariyadi number five three (pause) nine”. Similar to students class 5A, many of them have difficulties in adjectives and expressing their opinion in English. It can be seen when they answered the question

about how they think about English lesson in their class. Many of them said “pass” or said “*apa itu?*” even “*ga mudeng.*”

However, the students of class 5B made a progression in Post test result. They were able to tell address in proper English like student #6, she said “Mugas Dalam Street number seven” when she was asked about her address. Student #11, he said “I live in Semarang”, previously he said “pass”. In the Post test, the students showed their improvement in using adjectives and also expressing their opinion about something. It can be seen from their respond when they were asked about their favorite TV shows. Some of them could say “funny”, “hot”, “sunny” “interesting” even “entertained”. Student #13 could give more explanation when he was asked about his favorite movie. He said “ my favorite movie Happy Feet 2 because very interesting.” When he was asked more about how many times he sees the movie he said “three times.” Student #15 also could give a convinced answer about his favorite band. He said “my favorite band Ungu. My favorite song is I need you.”

In conclusion, the result of the student of class 5B in vocabulary score is more satisfactory. They were in the same level as the students of class 5A in the pretest then they made a better progress in Post test. Students of class 5B can improve their knowledge in adjectives and also can express their opinion better than the students of class 5A. It is because the students of class 5B had a game using

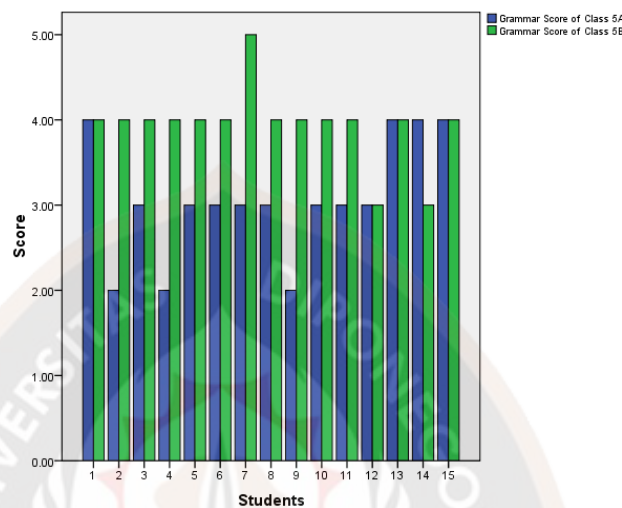
powerpoint and also RPG maker that attracted their interest in learning vocabulary and conversation during the treatment. While the students of class 5A played the physical game such as playing ball in drilling their conversation and vocabulary which is not new anymore for them to play.

b. Grammar

The second aspect being assessed besides the vocabulary is grammar. The students are assessed based on how they deliver the speech out of their mouth in accordance with the basic English grammar. There are twelve students of class 5A who made a progression in grammar score at the Post test. They made approximately 0.86 higher score for each student. Meanwhile, the rest of them didn't make any progression at all. Their average grammar score at Post test was 3.06. At the beginning, their grammar ability can usually handle elementary constructions quite accurately but do not have through or confident control of the grammar. While at the Post test session, their control grammar was good. They were able to speak language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical and social topics.

The following graph describes the grammar aspect score at Post test oral questionnaire session of class 5A and 5B.

Figure 4.5. Graph of Grammar Aspect Score of Oral Questionnaire Post test Session of Class 5A and 5B



As shown in figure 4.5, the blue bars represent the class 5A score and the green bars represent the class 5B score. The highest score students of class 5A reached was 4. Four out of fifteen students got score 4, eight others got score 3 and the rest got score 2. Meanwhile, there was one student of class 5B reached the highest score, which is score 5. Twelve students reached score 4, and two student reached score 3.

One of the grammar mistakes they made is stating their own age, student #3, #13 and #15 for instance, they said “My old is eleven” instead of “I am eleven years old.” Some others also made mistakes in telling hobbies. They kept saying “My hobby is play football” instead of “My hobby is playing football.” However, their grammar was slightly improved in the Post test. Most of them replied correctly when

were asked about their age. They replied “I am eleven years old” or “Eleven years old” or simply “Eleven.” Some of them made improvement in answering about their hobby. Student #8, he said “My hobby is football” previously, then he said “Playing football” later. Student #15 also made an improvement in telling his hobby by saying “my hobby is playing badminton.” at the Post test. However, there are many students still said “I like play badminton” or “My hobby is read book” at the Post test session.

On the other hand, the students of class 5B made a better result in grammar score at Post test session. There are nine students made a score progression at the Post test. Each of them made approximately 1.53 higher score. The rest didn't make any progression. The average grammar score for the Post test session is 3.93. It means that their control of grammar is very good. They were able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical and social topics. This result is different from the result of class 5A. The difference is 0.87 points away.

At the beginning, many students of the both classes made similar mistakes. Some of students of class 5B said “my old eleven/ten years old” replying question about their age. It can be seen on student #7, #3, #11 and #15. Another grammar error was the use of auxiliary “is” and “are”. The student #3 said “my hobby is football, singing and

basketball.” It is obvious that he had no idea how to put “is” or “are” in a sentence properly. Student #8 and #11 made the same error. They said “my hobby is basketball, cycling” and “my hobbies is a football and basketball” relatively. There was only one student made an error in using gerund for mentioning his hobby. He said “my hobby is play music” instead “my hobby is playing music.”

At the Post test session, all the grammar errors didn't happen anymore. They made a fine improvement in grammar usage. The students who made mistakes in telling their age did not make the same mistake at the Post test session. Student #3 and #7 said “I am eleven years old.” Student #11 said “I eleven years old.” Even though his answer wasn't perfect, at least it was better than before.

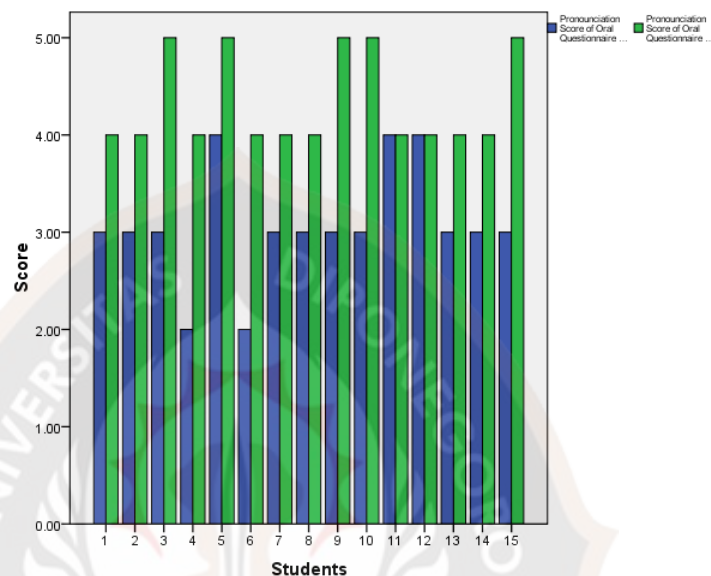
The suggestopedia method with ICT which is applied in class 5B, gives them an opportunity to learn speaking with a better grammar through games such as RPG maker and also a conversation video. In RPG maker, the students play the English game by giving the main character a correct sentence or phrase so the main character can pass to the next level. It might be the factor that brought a difference, even a slight one to the students of class 5A.

c. Pronunciation

Besides vocabulary and grammar, the other aspect to be assessed in Oral Question Test is pronunciation. Most of students in

Al Firdaus Islamic Elementary School speak English in the way they speak their native language.

Figure 4.6. Graph of Pronunciation Aspect Score of Oral Questionnaire Post test Session of Class 5A and 5B



The graph in figure 4.6 shows how much score students of both group (control and experimental group) reached at Post test. The green bars represent class 5B and the blue bars represent class 5A. There are five students of class 5B who reached the highest score and ten other reached score 4. Meanwhile, the highest score that students of class 5A could reach was only 4. There are three students of class 5A who reached score 4. Ten students reached got score 3 and two students got score 2.

The average score of pronunciation aspect at the Post test session of class 5A is 3.06. There is about 0.76 higher score at the Post test session. It means that errors never interfere with understanding and rarely disturb the native speaker although the

accent may be obviously foreign. It can be seen that there are only seven students who made a progression in pronunciation score. The rest of the students didn't make any progression in pronunciation score.

At the class 5A, the voice that they hear during the English class was coming from their English teacher and not a native speaker. Although their pronunciation was understandable, they still couldn't take away their accent, on this case it was Javanese. They often pronounced [ð] as [d], such as the word "the", they pronounced it as [de] instead of [ðə]. They also pronounced "hobby" as [hɒbɪ] instead of [hɒbɪ], "favorite" as [fævərɪt] instead of [feɪvərɪt], even there are some students misspelled "five" as [fɪf] instead of [faɪv].

On the other hand, students of class 5B made a good average pronunciation score Post test. The average score at the Post test was 4.3. It means there are about 1.7 points higher at the Post test. There are about ten students who made a score progression at the Post test. As the result at the Post test session, it can be said that they made quite rare errors in pronunciation.

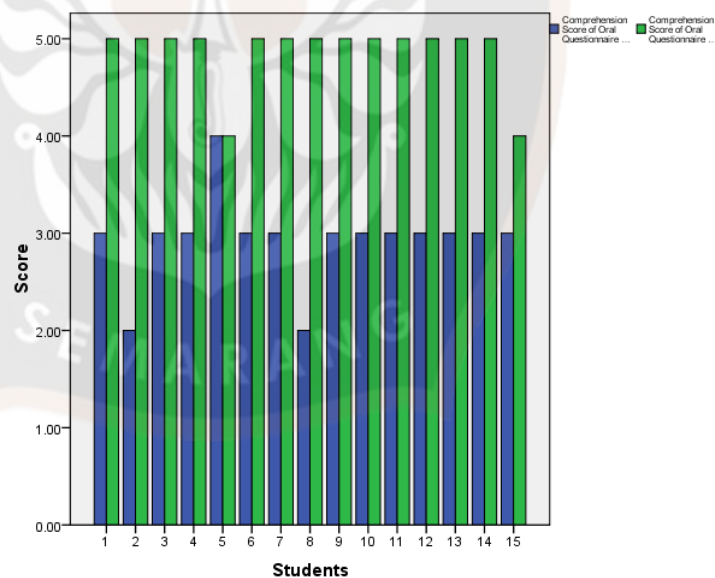
Basically, the common mistakes such as the students of class 5A did also happen at students of class 5B, but not as much as students of class 5A made. They also mispronounced "the", "hobby" or "favorite". Nevertheless, there are only few students did the mistakes. At the Post test, there are only few mistakes from them.

They could pronounce “the”, “hobby” and “favorite” well. It is because they always see and listen to the video using English spoken by the native speaker during the treatment. It also means that the students of class 5B had improved their pronunciation and were very rare in making pronunciation errors.

d. Comprehension

The next aspect of Oral Question Test is comprehension. The comprehension score is defined by considering how many questions the students can answer and how many times they say “pass”.

Figure 4.7. Graph of Comprehension Aspect Score of Oral Questionnaire Post test Session of Class 5A and 5B



As shown in figure 4.7, the green bars represent class 5B and the blue bars represent class 5A. It is obvious that students of class 5B reached away better score than students of class 5A. Most of students of class 5B reached the highest score. There are only two of them got

score 4. On the contrary, there was no student of class 5A could reach the highest score. The highest score they could get was only 4. There was only one student could get it. Meanwhile, there are 12 students and two students respectively reached score 3 and 2.

The average comprehension score of students of class 5A is 2.93 at Post test. So there was about 0.33 higher score at the Post test. By that level, the students of class 5A can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge). There are only five students made a score progression in comprehension. It means that the treatment is not quite effective to improve the student's comprehension in speaking.

There are several questions were difficult for the students to understand, so many of them whether said "pass" or even answered it unexpectedly, such as "Do you have a best friend?". There are about four students replied "pass" that indicates that they had no idea what was the question about. There are six students replied names instead of "yes" or "no". The other questions confused them were "What is your favorite TV shows?" and "What do you think about English lesson in your class?". The question stated formerly was raised "pass" replies from nine students. And the last question apparently was too much for them and only one student could give an answer.

However, there are few students who could understand the questions well. Still, many students replied the question with "pass",

especially the questions that need more than two or more words, such as “Why do you like the show?”, “What do you think about the weather today?” and “Tell me about your favorite music.” Their ability to explain things or say their idea was not so much improved at the Post test.

Meanwhile, at the students of class 5B, there was quite significant progression in comprehension score. There are twelve students made a progression after the treatment. The average comprehension score of class 5B students at Post test session is 4.86. There are about 2.33 higher score at the Post test session. By being on that level, it means that the students can understand any conversation within the range of their experience.

Few students of class 5B also had a difficult in replying questions require two or more words to answer and to express their idea about something. Almost every students couldn't answer the question “What do you think about the English lesson in your class?”. Most of them just passed the question. Many of students of class 5B could understand the questions and answer them well.

Most of them successfully express their opinion about something they like. Their sentences probably were not perfect at all but at least they understand what the question about and reply it in a right way. Moreover, some of them successfully gave more explanations when the questions were expanded a little bit. It can be

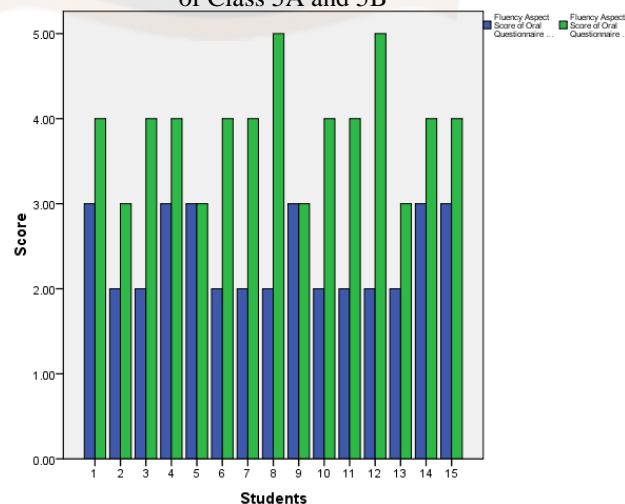
seen in the student #10, she was asked about her favorite band. She replied it was Westlife, and when the interviewer asked more why she liked them, she replied “because they are handsome and good.”

Their progression in comprehension aspect is related to the way they suggest every time at the beginning of the treatment session. They were watching the video along with the baroque music that made them relax and then listen the conversation. Moreover, the games that they played were interactive and interesting enough to force them speak out their mind.

e. Fluency

The last aspect of Oral Question Test is fluency. The score is defined as the student’ smoothness in responding the questions, whether they give straight answer or take some times before responding them.

Figure 4.8. Graph of Fluency Aspect Score of Oral Questionnaire Post test Session of Class 5A and 5B



As shown in figure 4.8, the green bars represent class of 5B and the blue bars represent class 5A. There are two students of class 5B reached the highest score. There are nine students got 4. There are only four students got 3. Meanwhile, the students of class 5A were not able to reach score more than 3. Even most of them reached score 2.

The average fluency score of class 5A student at the Post test session is 2.4. There are about only 0.4 higher score. By being on that level, it means that the students can handle with confident but not with facility most social situations, including introductions and casual conversations about current events,

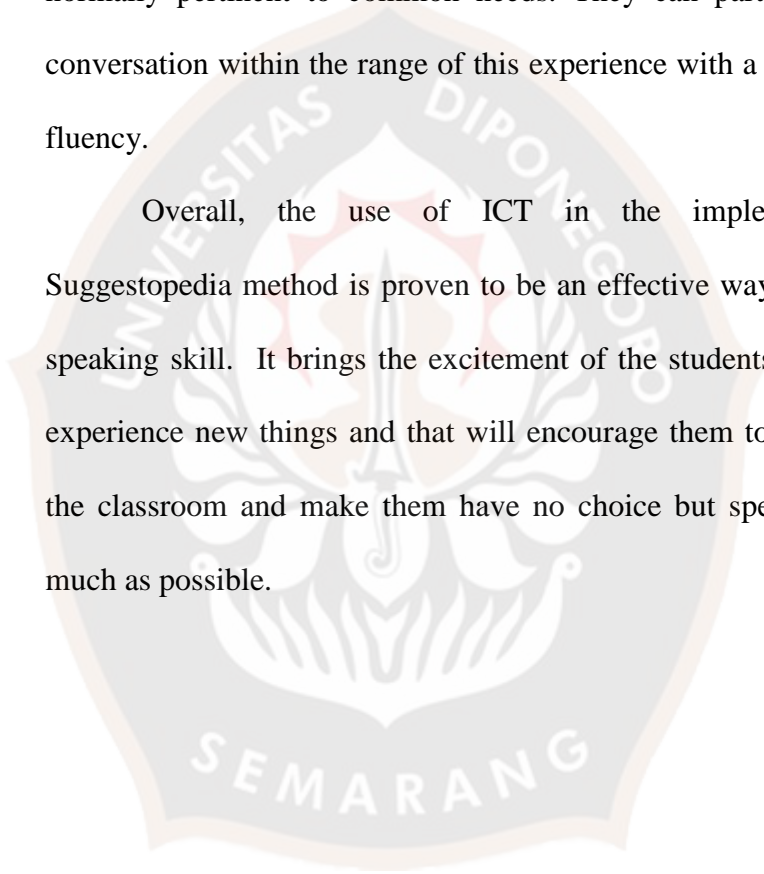
There are still many students responding the questions with “er”, “um” or even long pause before finally answering the questions. They apparently understand the questions but need more time to organize the sentence before speak that out.

The circumstances were different at the class 5B. They made a significant progress, and their score was higher than students of class 5A.

The average score of class 5B was 3.86 at the Post test. There are about 1.6 higher points at the Post test session. The fluency score progression of class 5B students was higher than the students of class 5A’s score.

At the Post test, the students of class 5B needed less time to respond the questions than the students of class 5A. They were sometimes responded with “er”, “um” or a pause, but not as much as the students of class 5A. By reaching 3.86 as an average score, students of class 5B were able to use language fluently on all levels normally pertinent to common needs. They can participate in any conversation within the range of this experience with a high degree of fluency.

Overall, the use of ICT in the implementation of Suggestopedia method is proven to be an effective way in improving speaking skill. It brings the excitement of the students because they experience new things and that will encourage them to participate in the classroom and make them have no choice but speak English as much as possible.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the results of the study, the following conclusions were drawn:

1. The replacement of pictures and posters with videos and multimedia pictures in implementing Suggestopedia leads to a better and efficient way in improving speaking skill of fifth grade students. The videos, multimedia pictures and games attract the students' curiosity and encourage them to speak in English during the lesson.
2. The effectiveness of Suggestopedia method with ICT in improving speaking skill of fifth grade students of Al Firdaus Islamic Elementary School can be seen from Class 5B students' Post test score result. Their average score increase to 44.6. It means that there is 14.6 points different between the Pre test score and Post test score.
3. There is significant difference in speaking skill improvement between students in class 5A, the control group, the group which is treated with Suggestopedia method only and students in class 5B, the group which is treated with the Suggestopedia method with ICT. The difference of the result can be seen from three speaking

levels; imitative, intensive and responsive. At the imitative level, the evident difference in speaking improvement result between the students of class 5A and 5B was on the Phonepass score result. There was approximately 4.4 higher points at the Phonepass posttest of Class 5A students. Meanwhile, there were 16.5 higher points at the Phonepass posttest of Class 5B students. This imitative speaking level includes a simple skill in imitating words, phrase or even sentences in English. Pronunciation was the main factor to be considered in such a speaking level and the understanding ability of the test-takers was disregarded. At the experimental group, apparently the use of ICT such as video and native speaker's narration had influenced significantly in improving their imitative speaking level. At intensive and responsive level, where both levels cannot be separated to each other, there was also significant difference in the test result of both groups. In this level, the main factor to be considered was the students' ability to give a short and meaningful answer for simple questions. The Oral Questions Test was carried out to assess their speaking skill in such level. Students of class 5A made 3.2 higher points in posttest, meanwhile the students of class 5B made 9.1 higher points. Students of class 5B surpassed the 5A points in every aspect; vocabulary, grammar, pronunciation, comprehension and fluency. Pronunciation and comprehension were the aspects

that class 5B students had the best result. During the treatment they played RPG Maker, a game where the player should understand a lot of expressions in English to get through the next levels. They also play interactive games with Powerpoint and other programs. This treatment made them familiar with English and got used to it.

However, using Suggestopedia method with ICT needs a lot of teacher's creativity, especially in preparing teaching material by using many computer programs such as powerpoint, mousechief, RPG Maker, etc. Making the lesson stuff as interesting as possible encourages students to get into the learning activity even more.

B. Suggestions

The result of this study is significant to help teachers improving students' speaking skill. Suggestopedia, which requires the suggestive treatment toward the students, can be more effective if the teachers take an advantage in the improvement of Information and Communication Technology. The use of ICT such as videos, interactive games, and attractive power point presentations with animations can be actually help teacher to build suggestive state in the students' mind.

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Appendix 1 : Phonepass Pre Test Score of Class 5A

Student	Listening Vocabulary	Repeat Accuracy	Pronunciation	Reading Fluency	Repeat Fluency	Total
1	4	4	5	7	4	24
2	3	3	4	7	3	20
3	2	2	3	5	2	14
4	2	2	3	3	2	12
5	2	2	6	7	2	19
6	2	2	4	5	2	15
7	2	2	7	7	2	20
8	2	2	6	7	2	19
9	2	2	6	6	2	18
10	2	2	5	7	2	18
11	2	2	4	7	2	17
12	2	2	5	6	2	17
13	2	2	4	4	2	14
14	2	2	6	6	2	18
15	5	4	4	5	3	21

Appendix 2 : Phonepass Post Test Score of Class 5A

Student	Listening Vocabulary	Repeat Accuracy	Pronunciation	Reading Fluency	Repeat Fluency	Total
1	3	6	3	6	6	24
2	3	3	5	5	5	21
3	5	5	5	5	4	24
4	2	3	4	4	2	15
5	6	6	8	7	6	33
6	2	2	4	4	2	14
7	4	4	4	4	5	21
8	3	3	7	7	3	23
9	6	6	6	7	6	31
10	4	3	5	6	3	21
11	3	3	4	6	5	21
12	4	5	4	6	6	25
13	2	2	4	5	2	15
14	5	5	5	6	6	27
15	6	6	6	7	7	32

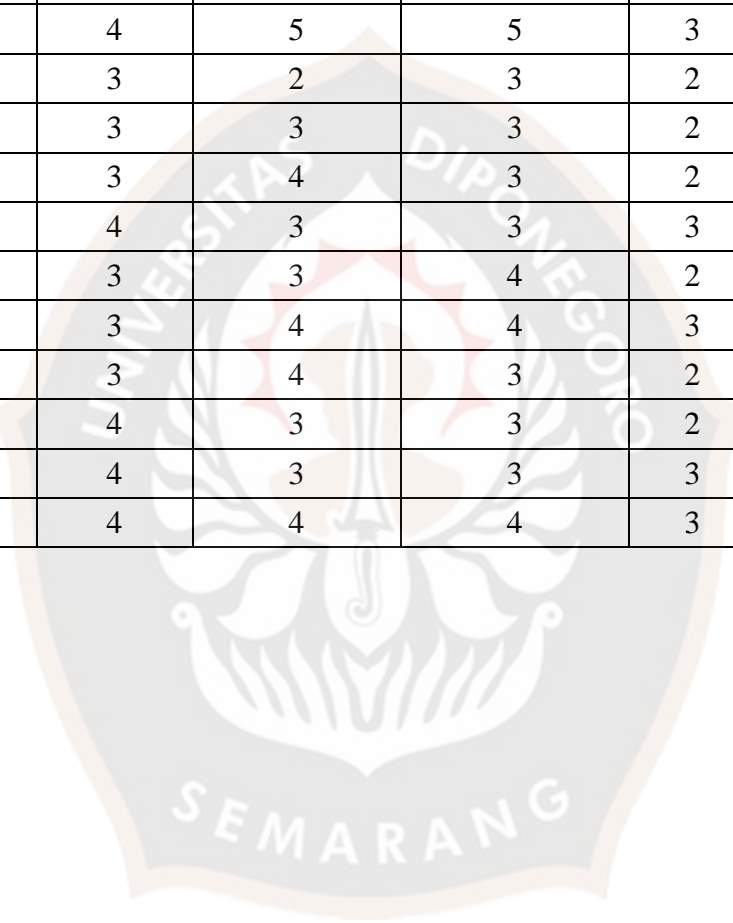
Appendix 3 : Oral Questionnaire Pre test Score of Class 5A

S	Vocabulary	Grammar	Pronunciation	Comprehension	Fluency	Total
1	3	3	3	3	3	15
2	2	2	3	2	2	11
3	2	2	3	3	2	12
4	1	2	2	2	2	9
5	4	4	5	5	4	22
6	3	2	2	3	2	12
7	2	2	2	2	2	10
8	2	2	2	3	2	11
9	3	2	3	3	2	13
10	2	2	2	3	2	11
11	2	2	3	2	2	11
12	1	2	2	2	2	9
13	2	2	3	3	2	12
14	3	3	3	4	2	15
15	3	3	3	4	2	15



Appendix 4 : Oral Questionnaire Post Test Score of Class 5A

Vocabulary	Grammar	Pronunciation	Comprehension	Fluency	Total
3	4	3	3	3	16
2	2	3	2	2	11
3	3	3	3	2	14
2	2	2	3	2	11
4	4	5	5	3	21
2	3	2	3	2	12
3	3	3	3	2	14
3	3	4	3	2	15
3	4	3	3	3	16
4	3	3	4	2	16
3	3	4	4	3	17
3	3	4	3	2	15
3	4	3	3	2	15
3	4	3	3	3	16
5	4	4	4	3	20



Appendix 5 : Phonepass Pre Test Score of Class 5B

Listening Vocabulary	Repeat Accuracy	Pronunciation	Reading Fluency	Repeat Fluency	Total
2	2	5	5	2	16
2	2	3	4	2	13
4	4	5	5	3	21
3	3	5	6	2	19
3	4	4	5	2	18
2	2	3	4	2	13
2	3	5	5	2	17
2	2	5	6	2	17
5	6	5	5	4	25
3	3	5	5	2	18
2	2	4	4	2	14
3	2	4	5	2	16
2	2	5	5	2	16
2	2	4	4	2	14
2	2	4	4	2	14



Appendix 6 : Phonepass Post Test Score of Class 5B

Listening Vocabulary	Repeat Accuracy	Pronunciation	Reading Fluency	Repeat Fluency	Total
2	2	7	6	2	19
2	2	6	6	2	18
7	6	7	8	6	34
6	6	7	8	6	33
4	6	7	8	6	31
5	4	7	7	4	27
2	4	7	7	6	26
6	7	7	7	6	33
7	8	7	7	7	36
5	5	8	7	5	30
2	3	2	3	2	12
2	2	6	5	3	18
7	7	8	7	7	36
3	3	7	7	4	24
5	5	7	7	5	29



Appendix 7 : Oral Questionnaire Pre Test Score of Class 5B

Vocabulary	Grammar	Pronunciation	Comprehension	Fluency	Total
3	3	3	3	3	15
2	2	3	2	2	11
2	2	3	3	2	12
1	2	2	2	2	9
4	4	5	5	4	22
3	2	2	3	2	12
2	2	2	2	2	10
2	2	2	3	2	11
3	2	3	3	2	13
2	2	2	3	2	11
2	2	3	2	2	11
1	2	2	2	2	9
2	2	3	3	2	12
3	3	3	4	2	15
3	3	3	4	2	15



Appendix 8 : Oral Questionnaire Post Test Score of Class 5B

Vocabulary	Grammar	Pronunciation	Comprehension	Fluency	Total
3	4	3	3	3	16
2	2	3	2	2	11
3	3	3	3	2	14
2	2	2	3	2	11
4	4	5	5	3	21
2	3	2	3	2	12
3	3	3	3	2	14
3	3	4	3	2	15
3	4	3	3	3	16
4	3	3	4	2	16
3	3	4	4	3	17
3	3	4	3	2	15
3	4	3	3	2	15
3	4	3	3	3	16
5	4	4	4	3	20