A COMPARATIVE STUDY USING SUGGESTOPEDIA AND JIGSAW IN TEACHING SPEAKING SKILL

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APPROVAL

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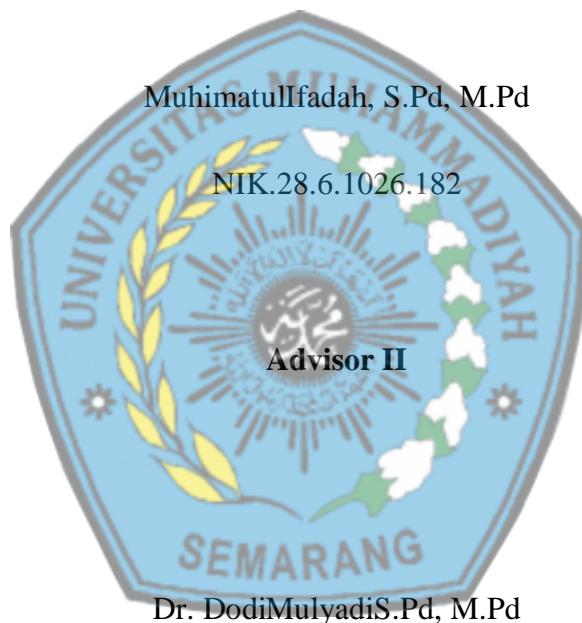
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A COMPARATIVE STUDY USING SUGGESTOPEDIA AND JIGSAW IN TEACHING SPEAKING SKILL

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ABSTRACT

RetnoSiwiSuciati. 2018. *A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill. Final Project.* English Education Department, Faculty of Foreign Language and Culture, University of Muhammadiyah Semarang. Advisor 1: MuhimatulIfadah, S.Pd, M.Pd; Advisor 2: Dr. DodiMulyadi,M.Pd.

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The students perceive that speaking skill is not easy because some problems. They have difficulties on expressing ideas in front of the class, worried and anxious about making mistakes. Therefore, to solve the problems, the study was conducted to find out whetherSuggestopedia and Jigsaw method can increase students' speaking skill, and to find out theimpact between Suggestopedia and Jigsaw method on students' speaking skill at eight grade of SMP N 17 Semarang. By applying experimental study, 72 students of grade VIII SMPN 17 Semarang was taken as the sample. To get qualitative data, questionnaire was delivered for the students. The result of this research showed that the students have significant enhancement from five aspects in speaking, pronunciation, grammar, vocabulary, fluency, and comprehension. For the students in the experimental class which istaught using Suggestopedia method have the result of pretest 67.11 and the result of posttest 82.33. The students in the control class was taught using Jigsaw method show the result of pretest 62.94 and the result of posttest 78.16.Both of classes had thesame improvementof 15.22 score. The increasing in this research was vocabulary and comprehension that showed the highest level. Meanwhile the student's pronunciation and fluency did not show significant enhancement. From the questionnaire, the students delivered that their enthusiasm was positively supported the use of method. However the method also help the teacher taught the students to find the appropriate method, theme, and topic regarding to the age of students to help students learning in comfort way. Thus,teaching English using Suggestopedia and Jigsaw method have a good impact in English learning especially inspeaking.

INTRODUCTION

1.1 Background of the Study

In learning English, speaking is very important aspect because the main goal of learning English is to be able to communicate by using the target language correctly. Therefore, if people want to have good communication skill, then people have to master the target language. As said by Zusana (374: 2014), communication is a fundamental aspect in learning English. In a good communication, people have to master the target language, either in written or spoken language. A foreign language program is aimed to develop the students' skill such as speaking and writing, while giving the cultural knowledge of which the language is a part of it. In this case, I conduct a studyto know the enhancement of Suggestopedia and Jigsaw method on students' speaking skill to junior high school in SMP N 17 Semarang. Based on my previous observation it showed that the students has difficulties to speak English. The students' difficulty in speaking is indicated bythe questionnaire that given in the previous observation.

issues that arise when I conducted the study, I tried to find the appropriate method to Speaking is difficult for students since they are commonly shy and afraid to make mistake in speaking English. This is `especially noticeable when I observed the teaching process in the classroom. When teacher ask a question to the students to express their opinions, the students looked unconfident and difficult to express their opinion in English. Based on Islamawati (2011: 23), one speaking problems that face by the students occurred because they worried about making mistake and receiving critic in front of the class. Therefore, based on some of issues that arise when I conducted the study, I tried to find the appropriate method to improve the students' speaking skill. After find some methods that have been used in English language teaching, I decided to use the Suggestopediaand Jigsaw method that applied in classroom teaching.

Therefore, based on some of improve the students' speaking skill. After find some methods that have been used in English language teaching, I decided to use the Suggestopediaand Jigsaw method that applied in classroom teaching. I hope that Suggestopedia and Jigsaw method can give positive effects to improve the students' speaking skill. From the observation, I interested in conducting a study entitled "A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill" in SMP N 17 Semarang.

1.2 Reason for Choosing the Topic

I choose a topic "A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill" for some reasons:

1. The students has some problems when speaking English. The problems such as the difficulty to express their ideas orally in front of the class, worried about making mistakes, nervous, and feel anxious.
2. In teaching English especially in speaking, the teacher does not use the interesting methods to establish interesting the teaching process.

1.3 Statement of the Problem

1. Is there any enhancement on students' speaking skill after receiving Suggestopedia and Jigsaw method?
2. Is there any significant difference between Suggestopedia and Jigsaw method on students' speaking skill?
3. How do students respond toward Suggestopedia and Jigsaw method?

1.4 The Objective of the Study

1. To know whetherSuggestopedia and Jigsaw can increase students' speaking skill.
2. To find out the difference between Suggestopedia and Jigsaw in teaching speaking.

3. To find out the students' responses toward Suggestopedia and Jigsaw method.

1.5 Significance of the Study

1. For the students, it is expected to demonstrate an enjoyable and interesting teaching and learning process using Suggestopedia and Jigsaw method.
2. For the teacher, this research can used as alternative method in teaching speaking.
3. For the reader, it is expected that the research is able to widen the knowledge about enhancement the students' speaking.

RESEARCH METHODOLOGY

1. Research Design

In the research design, I use true experimental research design. I choose this method because there are pre-test and post-test design of the true experimental that could be described as follows:

$$E = O_1 \quad X_1 \quad O_2$$
$$C = O_1 \quad X_2 \quad O_2$$
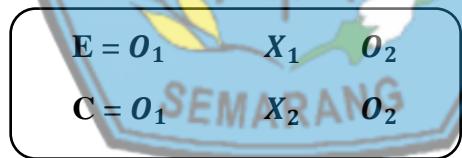
Arikunto (2006: 85) cited in Jusman (2014: 3)

Where:

E   : Experimental class

C   : Control class

O_1 : Pre-test for experimental class

O_2 : Post-test for experimental class

O_1 : Pre-test for control class

O_2 : Post-test for control class

X: Treatment

2. Population and Sample

a. Population

The population of the research was eight grade of SMP N 17 Semarang in the academic year 2017/2018. There were three classes and each class consisted of 36 students.

b. Sample

The sample of this study was random sampling method. I took the sampling based on the same value in order to be easy in comparing both of them. I decided three classes, VIII F as a experiment, VIII G as a control class, VIII B as a try out class.

3. Method and Instrument of Data Collection

The research instrument is a tool to collect data and information from a problem. According to Saleh (2008: 30), the research instrument is a tool used to collect data from a problem. This study used the test as a method of data collection.

a) Interview

The interview aims to obtain data in the form of opinions from correspondent who developed by me in the research analysis. I interview of eight grade students in SMPN 17 Semarang about questions related to the research.

b) Test

In this research both of the class, VIII F as the experimental class and VIII G as the control classwere given the test as pre-test and post-test. In the pre-test and post-test, there were 64 students joining. Both of them were control group and experimental group.

c) Questionnaire

The aim of questionnaire is to collecting data if the steps follow the rule that is given. There are two types of questions which are used in questionnaire, they are open-ended and close-ended questions. In this research, I use the open and close-ended questions.

a) Documentation

In this research, I use documentation they were names of students, students' questionnaire response, and lesson plan, calculation of validity and reliability, and picture when they are doing pretest and posttest. This documentation aimed to make the video documentation for adding the data collecting.

4. **Data Analysis**

The purpose of the data analysis by Usman and Purnomo (2008 : 35) is to show any data that still needs to be sought, the hypothesis of what needs to be tested, what questions need to be answered, what methods should be used to acquire new information, and any errors that should be corrected immediately. So with the purpose of the analysis of these data, researchers were able to answer or find answers to questions that arise on a situation or problem that is encountered. In this section, I would do if the data of the information that has been obtained in the field. Here is a formula for the data calculation:

$$M_d = \frac{\sum |X - \overline{X}|}{N}$$

(Arikunto, 2006: 307)

Where:

$\overline{x}$ = Mean of pre-test

X = Data Value

M_d = Mean of deviation

N = Number of subject

1. Validity of the test

Validity test is a test which is conducted to measure the accuracy of an instrument. Validity reflects the precision and accuracy of a test instrument that serves as a measurement of learning outcomes Amalia&Widayati (2012: 5). Here is the formula product moment correlation coefficient;

$$r_{xy} = \frac{n\sum xiyi - (\sum xi)(\sum yi)}{\sqrt{(n\sum xi^2 - (xi)^2)(n\sum_{yi}2 - (yi^2))}}$$

$$r_{xy} = \frac{(36.113804) - (1388.2862)}{\sqrt{(\{36.55808) - (1388)^2\}\{(36.234156) - (2862)^2\}}}$$

$$r_{xy} = \frac{4096944 - 3972456}{\sqrt{(\{2009088 - 1926544\}\{8429616 - 8191044\}}}$$

$$r_{xy} = \frac{124488}{\sqrt{(82544)(238572)}}$$

$$r_{xy} = \frac{124488}{\sqrt{19692687168}}$$

$$r_{xy} = \frac{124488}{140330.63}$$

$$r_{xy} = 0.887$$

Based on the result above, it was obtained that $r_{xy} = 0.887$, then it was compared with r_{table} with N = 36 at level of significance was $\alpha = 5\%$ was obtained $r_{table} = 0.329$. Because the result of $r_{arithmatic} > r_{table}$, so the question which tested was valid to be used in the research.

2.Reliability of the Test

In analyzing of reliability, I use SPSS program to determine the reliability of

pretest, posttest, and the question. To avoid the subjectivity, in analysis of the data had been scored by two raters. I use formula to calculate the result of reliability of the question. The formula as follow:

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

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

$$r_{11} = \left(\frac{2}{2-1}\right)\left(1 - \frac{119.35}{179.66}\right)$$

$$r_{11} = \left(\frac{2}{1}\right)(1 - 0.66)$$

$$r_{11} = (2)(0.34)$$

$$r_{11} = 0.68$$

It could be seen that value r_{table} with $\alpha = 5\%$ and N = 36 was 0.329. Known that r was 0.68, so r > r_{table}. So, the instrument on the rest was reliable in the research.

3. Difficulty Level of the Test

In analyzing of difficulty level, I used formula to calculate the result difficulty level of the test. The formula as follow:

$$P = \frac{B}{JS} = \frac{19,77}{56} = 0.688$$

Each question of the test had levels of difficulty in completing it, then it was needed the criteria as a measurement of the level of difficulty in the test.

5. Research Findings

This research have purpose to find out whether there was significant improvement on students' achievement of speaking English taught using Suggestopedia and Jigsaw method. This research was done at class VIII of SMP N 17 Semarang, November, 20th 2017 until December,8th 2017. The research was conducted in both

experimental and control class. The experimental class was taught using Suggestopedia method, while the control class used Jigsaw method.

The research entitled, "A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill" there are pre-test, post-test, and questionnaire conducted in experiment and control class. The purpose of giving pre-test and post-test was to find out the students' achievement in English speaking skill before and after being given a treatment by the teacher. In determining an experimental and control class, I use simple random sampling, and I used VIII F as experiment class and VIII G as control class.

CONCLUSION AND SUGGESTIONS

1. Conclusion

After I conducted the research at eight grade students of SMP N 17 Semarang, I concludes:

1. The result of students speaking taught using Suggestopedia in experimental class and Jigsaw in control class had the same enhancement.

2. Teaching speaking using Suggestopedia can increase students speaking component such as vocabulary and comprehension. Meanwhile, teaching speaking using Jigsaw can make students more active to discuss in group.

3. The method help teacher in teaching English especially in teaching speaking but also depend on the teacher's strategy.

2. Suggestion

In this research, the researcher would like to give some suggestions in teaching speaking using Suggestopediaand Jigsaw method.

1. The teacher can use Suggestopedia and Jigsaw method in teaching speaking and they can practice to speak English more active than before.It is necessary to consider about time in applying the method. The teacher should make the

available time in order to make the learning process as the efficient as possible.

2. The teacher should monitor the students' progress of pronunciation and intonation when they are being involved in the learning activity in both of method. The teacher also should discuss with the students in the last activity on Suggestopedia and Jigsaw method in order to make sure about the material that have been done.

3. The students should be focus and listen carefully to the teacher in order to understand the material which is given by the teacher.
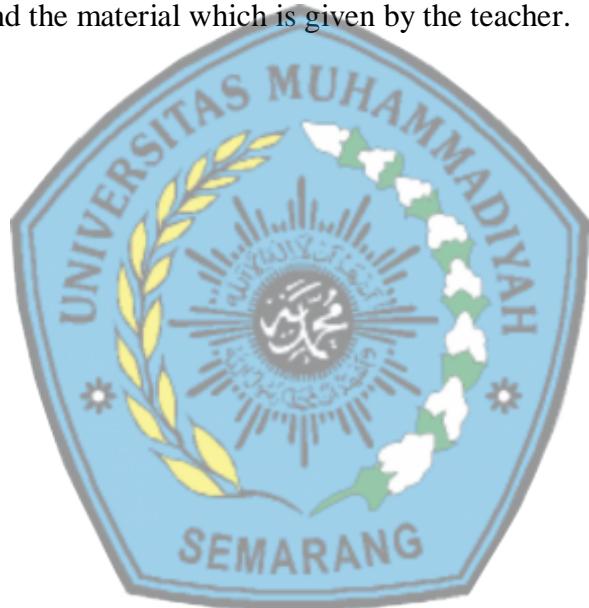
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