

## CHAPTER 1

### 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 a part of language teaching, one of the basic problems is the difficulty to prepare the students to be able to speaking English. In speaking English, students should master the target language. In master the target language, the students need to know about grammar and vocabulary (Meidian, 2014: 374). In addition, speaking is a skill to make communication run well. It can be seen that speaking is the skill to convey meaning, feelings, ideas, and thoughts that are owned by a person to be delivered to other person. According to Brown and Yule (2006: 34), speaking is the ability to pronounce the sound articulation or words to express, and convey thoughts, ideas, and feelings.

In this case, I conduct a study to 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 by the questionnaire that given in the previous observation.

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.

It is supported by Islamawati (2011: 23) who said that anxious about making mistakes when speaking in front of the class is the problem faced by the students in speaking English. Students do not try to find the solutions to the problems that they face. Students also do not try to practice speaking English and apply it in their daily life. In addition to the fear and shyness, the lack of knowledge also leads to the students' difficulty in speaking.

Islamawati (2011: 24),states that students who execute a communication are afraid because they feel uncomfortable to communicate in the target language in front of others. This was revealed when I conducted direct observation in the classroom. In addition to the students' difficulty in speaking skill, the teacher also does not have special methods to improve the students' speaking skill.

The teacher tend to do the teaching that is refer to the book of “English on Sky” without making the students to actively speak in 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 Suggestopedia and Jigsaw method that applied in classroom teaching.

According to Zusana (2014: 375), Suggestopedia method is the great way to teach students to speak. DePorter & Hernacki (2013: 374), suggestion can influence the result of students’ learning situation, either gives a positive or negative suggestion. Suggestopedia is a method which builds students’ imagination through audio aid to practice some language in order to apply the patterns of a new language form. On the other hand, according to Isjoni (2011: 77), Jigsaw is a method that can help the students to take an active role in the lessons and help each other to get the maximum achievement.

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 the title “A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill” is based on observations that has been done in SMP N 17

Semarang, that the students showed 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. Those problems make students to think that speaking English is not easy.

In addition, the teacher also does not use the interesting methods to establish interesting the teaching process. The interesting methods based on Dr. H. Kamin Sumardi, M.Pd cited on teachers media (2015: 2) is a fun method, not fettering so the students can focus their full attention on learning. In this research, the teacher tend to do the teaching that is refer to the book of "English on Sky". I expect that using Suggestopedia and Jigsaw method can enhancement the students' speaking skill in order to be able to speak well.

### 1.3 Statement of the problem

In this research about "A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill", there are some problems that arise and the formulation is expected to be answer by this research. The problems include:

- a) Is there any enhancement on students' speaking skill after receiving Suggestopedia and Jigsaw method?
- b) Is there any significant difference between Suggestopedia and Jigsaw method on students' speaking skill?
- c) How do students respond toward Suggestopedia and Jigsaw method?

#### **1.4 The Objective of the study**

Based on the problem stated above, this research is aimed to:

- 1) To know whether Suggestopedia and Jigsaw can increase students' speaking skill at eight grade of SMP N 17 Semarang.
- 2) To find out the difference between Suggestopedia and Jigsaw in teaching speaking at eight grade of SMP N 17 Semarang in Academic year 2017 / 2018.
- 3) To find out the students' responses toward Suggestopedia and Jigsaw method.

#### **1.5 Significance of the study**

The significances of the research are as follow:

- 1) For the students, it is expected to demonstrate an enjoyable and interesting teaching and learning process using Suggestopedia and Jigsaw method, increase students' interest toward English subject especially the speaking session.
- 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.

## 1.6 The scope of the study

This research, entitled "A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill", was applied for junior high school student at SMPN 17 Semarang.

## 1.7 Outline of the study

In the research entitled "A Comparative Study Using Suggestopedia and Jigsaw in Teaching Speaking Skill", divide into five chapters. They are the introduction, a review of the related literature, methodology of the research, research finding and discussion, and conclusion and suggestion.

Chapter I of introduction which consist of seven parts, among others, the background of the study, a reason for choosing the topic, statement of the problem, the objective of the study, significance of the study, the scope of the study, and outline of the study.

Chapter II is a review of the related literature. In this chapter, I explain more about the terms used in the research to support the idea of a researcher.

Chapter III is the methodology of the research. This chapter is divided into five parts. They are research design, object of the study, method, and instrument of data collection, the data analysis, and research procedures.

Chapter IV is research finding an discussion that consist of the result data analysis of try out class, the result of students speaking skill using Suggestopedia and Jigsaw method in experimental and control class, the different result between experimental



and control class, the result of questionnaire, the analysis of normality and homogeneity, and t-test.

Chapter V is the last part that consist of conclusion and suggestion.

