

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II THEORETICAL FRAMEWORK

A. Theoretical Framework

Syafi'i (2015) theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the writer and readers with the alternative answer of the problem theoretically. It means that the theoretical framework explain how the writer can develop her research project based on the theory through printed documents.

1. The Nature of Suggestopedia Method

a. Method

According to Brown (2001) Method is a generalized set of specification in the classroom for achieving linguistic objectives. Methods main concern is to teachers and learners' roles and behaviour. Besides, the concern of method is to linguistic and subject matter objectives, sequencing, and materials. It means method can be considered as a way of learning that must be taken to realize the plan that has been a teacher in real and practical activities in the classroom to achieve learning activities.

b. Suggestopedia Method

Teachers should be creative in using different kinds of teaching method that are available to teach English as a foreign language. They have to choose an appropriate method suited to the students and the students' problems aim to transfer the knowledge effectively because

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

teachers will find different situation and different students' characters in the class. Generally, students would not be able to believe that they could be successful in learning language. This lack of motivation has made students do not have confidence to speak in the target language because they do not want to make mistakes, they are afraid of it. Moreover, they find difficulties to recall the previous lesson, such as memorizing the new vocabularies. This situation encourages teacher to be creative and to use an effective method on teaching.

There are several methods that can be used to teach speaking and one of those appropriate methods to teach speaking and can help students improve their speaking skill is by using suggestology or suggestopedia teaching method because this method tries to delete the students' mental block or students' mental barriers that makes the students become afraid and not confidence in speaking so that the students will become more confidence and motivated in speaking, moreover it will make their speaking skill increase as it expected. De Porter and Hernacki (2013) said that 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 visual aid to practice some language games in order to apply the patterns of a new language form. According to Larsen-Freeman (1986) Suggestopedia is the application of the study or suggestion to pedagogy, has been developed to help students

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

eliminate the feeling that they can't be successful and, thus, to help them overcome the barriers to learning.

Suggestopedia method also helps students to enjoy and excite the teaching learning process because of the use of music, dramatization, and pictures. Songs, jokes, puzzles and anecdotes were included in the various dialogues, singing for example, as in the automate approach was considered to be especially helpful in the learning of a foreign language and many foreign songs were sung in class as an aid to vocabulary-learning, intonation, pronunciation, the overcoming of psychological inhibitions, it is stated by Bancroft (1999). The main characteristic or the central of suggestopedia method in according to Larsen-Freeman (1990) is the use of music and musical rhythm in learning that is believed can relax the learners. As a result, students can absorb every material given the teacher easily and enjoyably also practice English well without fear of making mistakes. This teaching method also gives a positive suggestion and motivation to the students so they can be motivated to learn English enthusiastically. Suggestopedia teaching method is applicable to teach speaking because in this method students are stimulated to argue about something indirectly in the teaching learning process, students are also will feel relax during the learning process so that the students can speak easily without any fear. Furthermore, the students can practice to speak English well with practicing continuously.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Lica (2008) argued that learners have difficulties in acquiring English as the second language because of the fear of the students to make mistakes, when the learners are in this situation, their heart and blood pressure raise. He believes that there is a mental block in the learners' brain (affective filter). This filter blocks the input, so the learners have difficulties to acquire language caused by their fear. The combination of desuggestion and suggestion is to lower the affective filter and motivate students' mental potential to learn, aim to accelerate the process by which they learn to understand and use the target language for communication to achieve super learning it is the final goal of suggestopedia. Richards and Rodgers (2001) stated that the objectives of suggestopedia are to deliver advanced conversational proficiency quickly.

Based on the theories above, it can be concluded that Suggestopedia is a teaching method that use a power of suggestion to make the learning process is success. Suggestopedia gives positive suggestion to the students that the learning process is easy and fun.

c. The principles of Suggestopedia

Here are some principles of suggestopedia, according to Larsen-Freeman (2000):

1. The teacher goal is to accelerate the process by which students learn to use a foreign language for everyday communication

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The teacher is the authority in the classroom. The students trust the teacher so they feel more secure
3. The characteristics of the teaching learning process are;
 - a) The class condition is cheerful
 - b) Students select target language names and chose new occupations
 - c) Using text or dialogue in the target language and native language
 - d) The teacher presents the dialogue during two concerts
4. The teacher initiates interaction with the whole group of students and with individual right from the beginning of a language course. The students have more control of the target language and can respond more appropriately and even initiate interaction themselves
5. A great deal of attention is given to students' feeling in this method
6. Language is the first of two planes in the two-plane process of communication. The culture which students learn concerns the everyday life of people who speak the language
7. Vocabulary and communicatively are emphasized
8. Native language is used when necessary
9. Evaluation usually is conducted on students' normal in class performance and not thought formal tests
10. Errors are corrected gently, with teacher using a soft voice

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to the principles, there are many rules in suggestopedia. We can use this method in different skills of language as long as we consider the principles of the method.

d. The roles and the rules of suggestopedia method

1) The roles of teacher and students in suggestopedia method

In suggestopedia method both the teacher and the students has their own roles. This is because teacher and students are in the different level and position, so between the teacher and students has different role in order to support this method. In this method the teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect to the teacher. The students will retain information better from someone in whom they have confidence since they will be more responsive to her 'desuggesting' their limitations and suggesting how, easy it will be for them to succeed. According to Freeman (2000) once the students trust the teacher, they can feel more secure. If they feel secure, they can be more spontaneous and less inhibited and if the students were native native-language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses the native language less and less.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2) The rules of suggestopedia method.

a) Learners roles

Learners are expected to be committed to the class and its activities. Smoking and drinking are prohibited or discouraged in class and around the school during the course. Learners must for go mind altering substances and other distractions and immerse themselves in the procedures of the method. Richards and Rodges (1999) Learners must not try to figure out, manipulate, or study the material presented but must maintain a pseudo-passive state, in which the material rolls over and through them. Furthermore as according to Freeman (1999) the students must be active in the learning process as well as possible.

b) Teacher roles

Richards and Rodges (1999) list several expected teacher behaviours that contribute to these presentations.

1. Show absolute confidence in the method
2. Display fastidious conduct in manners and dress
3. Organize properly and strictly observe the initial stages of the teaching process this include choice and play of music, as well as punctuality
4. Maintain a solemn attitude towards the session
5. Give tests and respond tactfully to poor papers (if any)

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. Stress global rather than analytical attitudes towards material
 7. Maintain a modest enthusiasm
- c) Instructional materials role

Materials consist of direct support materials, primarily text and tape, and indirect support materials, including classroom fixtures and music. The text is organized around the ten units described earlier. The textbook should have emotional force, literary quality, and interesting characters. Language problems should be introduced in a way that does not worry or distract students from the content. Lozanov (1978) Traumatic themes and distasteful lexical material should be avoided. Each unit should be governed by a single idea featuring a variety of subthemes, the way it is in life. Moreover Freeman (1990), the teachers also must be able to create comfortable class atmosphere.

e. Procedures of Suggetopedia Method

1) Class activities

- a) The teacher greets the students in their native language. The teacher tells the students that they are about to begin a new and exciting experience in language learning. The teacher has to say it in the confident way

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b) The students will get new name and job. Lazanov believes that this will remove the problems faced by the students' real world that would interfere with the learning process
- c) The teacher greets to each students by using their new name and ask them a few questions. The students just answer yes or no
- d) After greeting, the teacher distributes the text that teacher has prepared. It contains a text that the students may learn in that day, based on the objectives of the lesson
- e) After that is active concert, the teacher reads the text with classic music played. The teacher reads in the expressive way. The intonation and rhythm should be balanced to the music. The students follow the voice of the teacher
- f) The next activity is passive concert. In this time, the teacher suggests the students to put down their script and just listen. After that the teacher reads in text again. The teacher reads at a normal rate. The teacher makes no attempt to match the voice with the music
- g) After the concert end, the teacher explains to the students about the text
- h) For the activation the teacher should ask the students to express their opinion about the text in front of the classroom
- i) At the end of the class there is no homework for the students.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

f. Advantages of Suggestopedia Method

The advantages of using suggestopedia method in learning speaking skill include;

- 1) Teacher can be optimal to elaborate the material by using some instrument music to make students interest
- 2) Teachers can be a good story teller, particularly when he/she reads the story aloud
- 3) Students are happy to join the class when the classroom setting is different from common setting
- 4) The students have better concentration when they focus on what the teacher telling about
- 5) Good suggestion can make student believe to their ability and be confidence in speaking.

2. The Nature of Speaking Skill**a. Speaking Skill**

Speaking is a language skill or as a mean of communication in which one can express the ideas or information to others in spoken form. It is a complex language skill, because someone needs to find ideas or information then it is arranged in a good order. According to Brown (2008) speaking skill is the capability to other the articulation to express, to state or deliver though, opinion and wish to the other person. The people who know a language are called as speakers of the language. Nowadays, students think that speaking is difficult part in

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

learning English. According to Harmer (2007) there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students, and finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. It means that Speaking skill is really important to be taught and learnt because the function of the language itself is to communicate or as a communication tool and also as we know that English language is the first language in the world which it is important to be mastered by the students to assure their future life.

In addition Wahyudi (2016) states to communicatively is required to know some effective ways to improve speaking skill in other to avoid feeling embarrassed and build up self-confidence in communicative activities. Moreover, according to Cameroon (2001) speaking skill is the active use of language to express meaning so that other people can make sense of them. Similarly, it is active, productive, and makes use of the oral medium. In speaking activities, the speaker and interlocutor have to understand with each other.

From the definition above, it can be concluded that speaking skill is a language skill or mean of communication in which one can express

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the idea or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency and comprehension).

b. Function of Speaking

Speaking must have purposes because when we speak up it must expect some goals to be reached. Each of speech activities has different purpose. According to Brown (2008) there are three functions of speaking; talks as transaction, talk as interaction, and talk as performance.

c. Proficiency Description of Speaking

In mastering speaking skill, the students should pay attention toward any proficiencies of speaking. Good speaker is who can cover all proficiencies well by the maximum score. Harris (1994) builds on this stating that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are four components of speaking ability as follow: pronunciation, grammar, vocabulary, fluency. These proficiencies can be described as bellow:

1) Grammar

Grammar is the rules about how words change their form and combine with other words to make sentences. In order to accepting well the speakers meaning, the speaker needs an appropriate rules in making utterances or sentences. It has to be

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

accepted that grammatical ability has an important influence on someone's performance. The successful academic speaking, writing, for example, must depend to some extent on command of some elementary grammatical structure. In according to Richard (1991) grammar is description of language and the way which linguistics units such as words and phrase are combined to produce sentences in the language.

2) Fluency

Fluency is the property of a person to deliver any information quickly and with expertise. Fluency is basically one's ability to be understood by both native and non-native listeners. Someone is said to be fluent in a language if he or she has a high level of language proficiency. He or she must practice as much a possible about speaking, make it as the habitual activities, thus he or she can fossilize the speaking ability and use it unthinkable as stated by Richards (1999) the features which give speech qualitative of being natural and normal, including native like of pausing, rhythm, intonation, stress, rate of speaking and use of interjection. Fluency in speaking is the many language learner signs of fluency include a reasonably fast speed of speaking.

3) Vocabulary

Vocabulary means all the words known and used by a particular person. Using vocabularies are considered as the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

important elements in speaking. Variation of vocabularies show the grade of speaking ability, they will be assumed good speaker if use variation of vocabulary. Yet, speaker should place the vocabularies correctly depending on the situation and the topic.

4) Accent

Whether we think we speak a standard variety of English or not, we all speak with an accent. According to Yule (2006) technically the term of accent is restricted to the description of aspects of pronunciation that identify where an individual speaker is from, regionally or socially but as the foreign language learners, the speaker should imitate the accent originally it will be good speaker.

3. The Nature of Teaching Speaking

a. Teaching Speaking

Teaching speaking is one of the concerns by anyone who is in charge of teaching English. According to Brown (2000) teaching is guiding facilitating learning, enabling the learner and setting the conditions for learning. It means that teaching is not only a process to transfer information or knowledge, and good models from teacher to the students. But teaching is included all aspect in teaching and learning process. According to Newton, the aims of teaching speaking are:

- 1) To help the learners be able to cope with meaning focused output as soon as possible

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 2) To motivate them in their language study by getting them to engage in successful speaking
- 3) To make the early learning is relevant as possible to their language use.

According to Cameroon (2001) speaking us the active use of language to express meaning, so that other people can make sense of them. Speaking is also one of the crucial parts in teaching language. It is considered as one of the more difficult skills in learning language than other skills.

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduated from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2000) there are seven principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful contexts
4. Provide appropriate feedback and correction

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Capitalize in the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Brown (2000) there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the text. At the end of lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

It can be concluded that Speaking is one of the language skills in English as a course taught in all level of education. It is generally provided from the Elementary up to the university. These aim at helping students to be able to use English communicatively as well as actively because they are trained and prepared for the future needs. There are, however, some students who are passive in English. They cannot communicate in English because of some factors such as discomfort of learning, lack of self-confidence, worry about grammatical errors, etc. Therefore, it will affect

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

their English skill. The oral communicative activities done in teaching speaking are very important factors to lead the students to the better learning.

4. Suggestopedia and Speaking

Suggestopedia can be used as an alternative method to teach foreign language especially for teaching speaking. As according to Xue (2005) Suggestopedia is a teaching method, which focuses on how to deal with the relationship between mental potential and learning efficacy and it is very appropriate to use in teaching speaking for young language learners. Maleki (2005) believed that we are capable of learning much more than we think, provided we use our brain power and inner capacities. Furthermore, Songs, jokes, puzzles and anecdotes were included in the various dialogues. Singing, for example, was considered to be especially helpful in the learning of a foreign language and many foreign songs were sung in class as an aid to vocabulary-learning, intonation, pronunciation, the overcoming of psychological inhibitions. Those activities are the part of speaking activities that was given more attention in this method. In the original version of the suggestopedia language class elaborated by Brancroft (2005) language activities included: the improvisation of a different ending to a given dialogue; the telling of a story based on the lesson, using the appropriate emotional tone and a given verb tense (the compound past in French, for example); the recitation of poems and proverbs. It seems that suggestopedia stressed on teach oral language such

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

as those activities mentioned before. Based on those explanations by some literature above, it seems clear that suggestopedia was a suitable method to be applied as a method to teach speaking.

B. Relevant Research

According to syafi'i (2007) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point was focused on, informing the design, finding the conclusion of the previous research is the result of research from the researcher before some research related to suggestopedia method in speaking have been conducted by some researcher of the research:

1. The Effectiveness of Using Suggestopedia in Teaching Speaking (An Action Research at Grade X of SMA Negeri 1 Klayen in the Academic Year 2010/2011). This study was conducted in 2011 by Sulistiono student of English department faculty of languages and arts Semarang State University in academic year 2010/2011. He did the research concerning in Suggestopedia in teaching speaking. This study had purposes to find out whether suggestopedia method effective or not to improve students' speaking. The finding of this research was suggestopedia is effective to be applied as an alternative teaching method. It was proved by the difference of the pre-test means and post-test means. The pre-test score is 1.93 while the post-test score is 3.63. So the improvement of means is 1.751. The research above was similar with this research in the term of the method

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that is used and the skill that being observed that is suggestopedia to teach speaking but different in the research design that is in the study above was used classroom action research meanwhile in this study is using quantitative approach.

2. The Effectiveness of Suggestopedia Method in Teaching Reading Comprehension of Narrative Text. This study was conducted in 2013 by Faidatun .The study had purpose to find out whether suggestopedia method effective or not to improve students' reading comprehension of narrative text ability to the eight graders students of SMP Negeri 1 Ciwedey. The finding of this research was suggestopedia method was effective in teaching reading comprehension of narrative text. The use of the method can improve students' ability proven by the differences between pre-test and post-test scores where the post-test score higher than pre-test score.
3. Improving the Vocabulary Mastery of the Second Grade Students of Social Science 2 by using Suggestopedia Method at SMA 10 Makasar. This research was conducted by Kaharuddin, he was student of Islamic University of Makasar. In this research the classroom action research used a model of Kemmis and Mc Taggart. This research was conducted in two cycles with each cycle consisting of planning, action, observation, and reflection. In acquiring the data, the researcher used qualitative and quantitative research approaches. The qualitative data obtained through observation, while the quantitative data obtained through test (before and

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

after the action). Results from this study showed that the application of the suggestopedia method was success. The first criteria 85% of students reached the target value ≥ 75 based on KKM. Results from the study showed that 94.5% of students had achieved the target of the KKM.

4. The Effect of Suggestopedia Learning Method on Description Writing Skill of fourth Grade Elementary Pupils. This research was conducted by Rahmasari student of Sebelas Maret University. The research aims to determine 1) The students' writing skill differences while using suggestopedia and direct method, 2) The students' descriptive writing skills differences based on the learning motivation high or low, 3) Interaction between the teaching method and pupils learning stage sampling. Anova two ways used for the data analysis, and the test on the measuring its effectiveness uses schefe's. The results of this research is that the teaching method and the learning motivation here effect to the descriptive writing skills got an interaction between the learning motivation and the learning skills.
5. Improving Speaking Ability of The Seventh Grade Students' of Mts N 01 Kudus Though by Using Suggestopedia Method. This research is conducted Wahyu (2013), he found that the speaking ability in the seventh grade students' of Mts N 01 kudus is far from minimum of characteristic study, the students' not enjoy with their classroom environment. Suggestopedia treatment in the experimental class gave a chance to the students to relaxed and fun with the cheerful environment like the teacher

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

give the lesson by follow the rhythm, games, video and using instrumental music of soft music in the learning process. On the contrary, the result of the post-test showed there was a significant different between experimental and controlled class. The experimental class the students got high score mean score of post-test in experimental which given treatment suggestopedia had higher score compared with controlled class was using tradition method in teaching speaking process. It concluded there was a significant effect using suggestopedia as a treatment in the experimental class on students' speaking ability.

Based on the relevant research above, it could be seen that it has similarity with this research however it also has differences starting from title, research design, different language skill, the level of the correspondent, the total sample, the text focus, and technique on collecting and analyzing data. The researcher just focus for to know there any significant different of students' speaking skill taught by using and without using suggestopedia method which the sample is 60 students of Islamic Senior High School Kuala Cenaku Indragiri Hulu. The data were collected by using oral test about expressing opinion of the picture.

The Operational Concept

A concept is an element that avoids misinterpreting and misunderstanding in a scientific research. According to syafi'i (2016), the operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

writing. As a concept, it is still abstract form. The concept should be interpreted into particular words in order to be avoided misinterpreting about the paper content. This research is a experimental research in which focuses on the use of suggestopedia method in teaching English speaking skill for the tenth grade students' at Islamic Senior High School Hidayatullah Kuala Cenaku Indragiri Hulu. There are two variable in this research, X variables and Y variables. Independent variable or X variable is suggestopedia method and dependent variable or Y variable is speaking skill.

In this research, the researcher concludes several indicators to be operational concept as stated by Freeman (2000), the independent or X variable Suggestopedia Method can be seen as follows:

1. The teacher greets the students in their native language. The teacher tells the students that they are about to begin a new and exciting experience in language learning. The teacher has to say it in the confident way
2. The students will get new name and job. Lazanov believes that this will remove the problems faced by the students' real world that would interfere with the learning process
3. The teacher greets to each students by using their new name and ask them a few questions. The students just answer yes or no
4. After greeting, the teacher distributes the text that teacher has prepared. It contains a text that the students may learn in that day, based on the objectives of the lesson

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. After that is active concert, the teacher reads the text with classic music played. The teacher reads in the expressive way. The intonation and rhythm should be balance to the music. The students follow the voice of the teacher
6. The next activity is passive concert. In this time, the teacher suggests the students to put down their script and just listen. After that the teacher reads in text again. The teacher reads at a normal rate. The teacher makes no attempt to match the voice with the music
7. After the concert end, the teacher explains to the students about the text
8. For the activation the teacher should ask the students to express their opinion about the text in front of the classroom
9. At the end of the class there is no homework for the students.

To know the students' speaking skill at the tenth grade students Islamic Senior High School Hidayatullah Kuala Cenaku Indragiri Hulu, the researcher determined some indicators for speaking skill as stated by Hughes (2003), the indicators of speaking skill are:

1. The students are able to use correct grammar in speaking
2. The students are able to use appropriate vocabulary in speaking
3. The students are able to provide good comprehension skill
4. The students are able to speak fluently
5. The students are able to speak with correct pronunciation.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

D. Assumption and Hypothesis

1. Assumption

Based on the theories and the possibilities describe in the theoretical and operational concept above, the writer is going to present some assumption related to the use of suggestopedia method in teaching English speaking skill. The assumption is the better using suggestopedia method, than the better teaching English speaking skill.

2. Hypothesis

a. The Null Hypothesis (Ho)

There is no significant difference of students' speaking skill taught by using and without using suggestopedia method at Islamic Senior High School Hidayatullah Kuala Cenaku Indragiri Hulu.

b. The Alternative Hypothesis (Ha)

There is significant difference of students' speaking skill taught by using and without using suggestopedia method at Islamic Senior High School Hidayatullah Kuala Cenaku Indragiri Hulu.