

ABSTRACT

MODIFYING THINK PAIR SHARE BASED ON SUGGESTOPEDIA TO TEACH SPEAKING

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Every teaching method has its own disadvantages, but if it is integrated, it will make a great solution. This current research aims (1) to intently find out the significant difference in the speaking achievement of the students who are taught through the modified think-pair-share based on suggestopedia and those who are taught through the original think-pair-share, (2) to know the students' perception towards the implementation of the modified think-pair-share based on suggestopedia and (3) to know the correlation between the students' perception and their speaking achievement after being taught through the modified think-pair-share. There are 33 students in the experimental class and 33 students in the control class as well. This is a quasi-experimental research design that conducts a quantitative method. The students are given treatments with the method namely the modified think-pair-share based on suggestopedia for the experimental class and the original think-pair-share for the control class. They are then asked to fill the questionnaire sheets to draw the perception regarding the implementation of the modified think-pair-share based on suggestopedia in the experimental class. The data are statistically analyzed through independent samples t-test and pearson product moment correlation in SPSS version 22, and scored through Microsoft Excel 2010, to obtain the findings.

The first finding (1) shows that there is a significant difference in the increase of the score of speaking test in the experimental and the control class after the students are taught through the methods. The t-value is 2.687 at the significant level of 0.009 which is lower than 0.05. The second finding (2) reveals that the students in the experimental class show positive perception towards the implementation of the modified think-pair-share based on suggestopedia, because the mean score of 4.17 is categorized positive. The third finding (3) shows that there is a positive correlation between the students' perception towards the implementation of the modified TPS and their speaking achievement. The correlation index is 0.764 at the significant level of 0.000, which is lower than 0.05. Then, it is suggested for teachers to make a relaxed situation, so that the students want to take a part in the learning activity without any force. And for further researchers, they must adjust the needs and tools of this modified method to the condition of classes, so that an increase of students' speaking ability can be achieved.

Keywords: *Think-Pair-Share, Suggestopedia, Game, Speaking Achievement, Perception*