MODIFYING THINK-PAIR-SHARE BASED ON SUGGESTOPEDIA TO TEACH SPEAKING

(A Thesis)

By

Fania

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRANING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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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

MODIFYING THINK-PAIR-SHARE BASED ON SUGGESTOPEDIA TO TEACH SPEAKING

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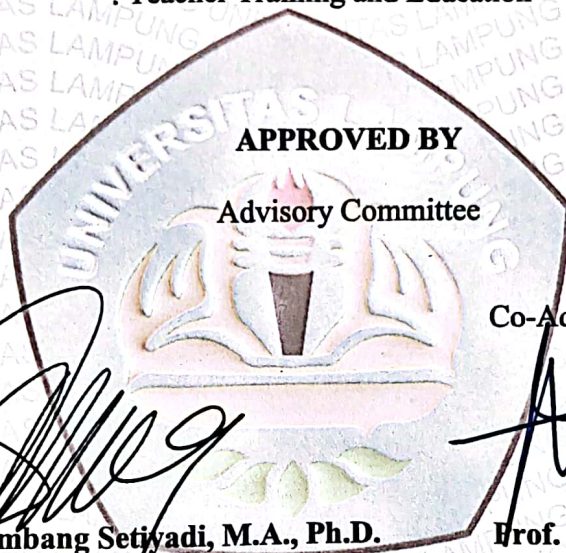Research Title   : **MODIFYING THINK-PAIR-SHARE BASED ON SUGGESTOPEDIA TO TEACH SPEAKING**

Student's Name   : *Fania*

Student's Number   : 2123042001

Study Program   : Master in English Language Teaching

Department   : Language and Arts Education

Faculty   : Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.   **Prof. Dr. Flora, M.Pd.**
NIP 195905281986101001   NIP 196007131986032001

The Chairperson of Department   The ChairPerson of Master
of Language and Arts Education   in English Language Teaching

Dr. Sumarti S.Pd., M.Hum.   **Prof. Dr. Flora, M.Pd.**
NIP 19700318 199403 2 002   NIP 196007131986032001

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ADMITTED BY

1. Examination Committee

   Chairperson   : **Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**

   Secretary   : **Prof. Dr. Flora, M.Pd.**

   Examiners   : 1. **Dr. Ari Nurweni, M.A.**

                         2. **Dr. Muhammad Sukirlan, M.A.**

2. Dean of Teacher Training and Education Faculty

   Prof. Dr. Sunyono, M.Si.
   NIP 19651230 199111 1 001

3. Director of Postgraduate Program

   Prof. Dr. Ir. Murhadi, M.Si.
   NIP 19640326 198902 1 001

4. Graduated on : **July 18ᵗʰ, 2023**

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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa :

1. Tesis dengan judul **"Modifying Think-Pair-Share Based on Suggestopedia to Teach Speaking"** adalah hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.

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Atas pernyataan ini apabila dikemudian hari ditemukan adanya ketidakbenaran, saya bersedia menaggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 25 Juli 2023
Yang membuat pernyataan

Fania
NPM 2123042001

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Last but not least, the author would like to thank all MPBI 2021 friends for helping one another, sharing and having quality time together, especially for Tasya Indah, Siti Maysaroh, Intan Dika, Rini Ardolah, Intan Caria and Gita Amelia. The togetherness colors each day in studying at University of Lampung.

Finally, the author realizes that this thesis still has some weaknesses. Therefore, criticisms and suggestions are invited for its improvement. Hopefully, this thesis can give benefits to the readers and those who want to carry out the further researches.

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CURRICULUM VITAE

The author, Fania was born on December 7, 1992 in Bandar Lampung. She is the second child of Mr. Amsori and the late Ms. Herlina. She has one brother and one sister, Fikri Rizki Utama and Sofia Hidayanti.

She graduated from Aisyah Kindergarten in 1998, State Elementary School 8 Palembang in 2004, State Junior High School 8 Bandar Lampung in 2007, and State Senior High School 9 Bandar Lampung in 2010. In 2015, she took English Literature Study Program in Open University of Indonesia and graduated in 2019. Now, she is continuing her study on English Education in University of Lampung since 2021.

Besides studying as a magister student, the author also works as an English Private Tutor since 2016. She also runs a food business @niakitchen.id since 2018.

DEDICATION

This thesis is entirely dedicated to :

My beloved parents, especially the late mother who really wanted to see me to be

a successful person. I love you, Ibu & Ayah.

MOTTO

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لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا

</div>

"Allah does not burden any soul beyond his capacity"

(QS Al-Baqarah : 286)

"Yesterday has been a story, Tomorrow is a hope, but Today is a life"

~fania~

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Finally, the author realizes that this thesis still has some weaknesses. Therefore, criticisms and suggestions are invited for its improvement. Hopefully, this thesis can give benefits to the readers and those who want to carry out the further researches.

Bandar Lampung, July 2023
The author,

Fania
NPM 2123042001

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1. INTRODUCTION

In this chapter, there will be explained about the background, research questions, objectives, uses, scope and definitions of terms. Those are the basic ideas that explain what's being discussed.

1.1   Background

Speaking is one of four skills in English, i.e. listening, speaking, reading and writing. According to Ladouse in Nunan (1991), speaking is described as the activity of the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996).

English for Indonesian people is considered a foreign language, this is particularly difficult for students. It is in line with the previous research by Munisah (2021) that finds that with different language structures, different pronunciations, it will create problems for students. The problem that is often faced by students is the difficulty of learning a foreign language. Sometimes students are reluctant to learn English. When students hear the 'English' word, it becomes a scourge for them because it is considered that English is a very difficult language to learn.

Additionally, Yoshinta (2020) reports that according to a survey on English Proficiency Index (EPI) carried out in 2019 by Education First (EF), Indonesia

ranks 61st among 100 countries around the globe. Moreover, a research done by Hamid (2014) states that in reality, many students who speak formally in public mostly only just ask a question. In the application at the classroom, almost no students are able to speak in front of the class or just ask a single question. In fact, there is only one or two pupils who can and dare to speak in front of the class. The class seems dead because there is no interaction as it should occur in the learning process. Whereas the success of a learning is influenced also by the activeness of the students in following the lesson. So, it can be concluded that Indonesian students lack of speaking skill in English.

Then, the researcher is curious about why Indonesian students' speaking skill is still low. This problem is answered by Djahimo, et al (2018) who have conducted a research which has found that it can be revealed that students' anxiety definitely has an impact on their speaking performance and this becomes one of the reasons why they find it difficult to express themselves in English.

In teaching speaking, one of the recommended techniques is Think-Pair-Share. Think-Pair-Share (TPS) is a collaborative learning technique first proposed by Frank Lyman of the University of Maryland in 1981. This learning technique gives the students some opportunity to work in independent way and collaborate with others. In line with that, Kusrini (2012) mentions that think-pair-share technique gives some opportunities for students to be active in the learning process through thinking, pairing, and sharing to other students. Moreover, Kothiyal, et al (2013) say that TPS is a classroom-based active learning technique, in which students work on a problem posed by the teacher or instructor, first individually, then in pairs, and finally as a classwide discussion. It will create a

live class where students are active in the teaching and learning process. That's why TPS is suitable to teach speaking.

Moreover, Lyman (1981) adds that TPS is helpful because it structures the discussion so that the students follow a prescribed process that limits off-task thinking and off-task behaviour and builds accountability in their pair. Cahyani (2018) also says that TPS can make the students learn about how to listen, how to respect the others' voices and how to think the ideas together. According to Yanti, et al (2017), TPS gives time for students to think about the topic or problem, upgrade students oral communication through critical thinking, excellent interaction, and raise democratic situation where the students are free to express their advices and arguments.

As every technique is not always perfect, TPS also has disadvantages. Lyman (1981) states that one of the disadvantages of TPS is that not all students focus on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given. The difficulty of concentrating while studying is caused by anxiety that the children feel. To overcome this problem, the researcher assumes that suggestopedia can cover this weakness of TPS.

Suggestopedia is an approach, 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) in Majali,et al (2020). It was introduced by a Bulgarian psychologist and educator, Georgi Lazanov in 1975. Lazanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material. Lozanov in Setiyadi (2020: 91)

claims that memorization in learning by the suggestopedic method will be accelerated 25 times over than in learning by conventional methods.

Furthermore, in learning, learners need some psychological and artistic tools (Stevick, 1980). The psychological tools include liveliness, joy and cheerfulness in the learning environment. This can be seen in a language class of suggestopedia, where the lighting is dim; there is soft music playing; there are some posters on the walls. This kind of artistic learning environment is expected to reduce psychological tensions.

Some previous researches have been done by some researchers. Astutik (2019) found that using suggestopedia method in increasing students' speaking ability was effective. Syarifuddin, et al (2022) in their journal concluded that the implementation of the Suggestopedia-Based Language Learning had positive effects on speaking skills at middle schools. Dharmayanti (2016) showed that the students gave their positive responses to the implementation of suggestopedia in learning speaking. Almost all of the studies found that Suggestopedia had statistically significant effect on students' speaking skill.

According to Lozanov, there are six main principles of suggestopedia. They are authority, infantilization, dual (double) planedness, intonation, rhythm, and pseudo-passiveness. In authority, the source of texts that will be given are from authoritative source. Infantilization is the most unique of all principles. The principle means that the relationship between the teacher and his/her students like a parent and his/her children. They can freely do activities like role playing, singing, games and gymnastic exercises. In double-planedness, the seating placement of students and the posters around take place. In intonation, words are

expressed in mild. Rhytm is given in term of music. And the last is pseudo-passiveness. Suggestions and music are combined in this part.

At the last stage, the researcher uses a game as the media to conduct the sharing session. Game as one of the examples of the principle of infantilization is chosen to make the stage more interesting. Games offer a reason for speaking, and thus they can give learners a confirmation and confidence resulting from the successful use of the language or a warning signal on the unsuccessful use of the language (Wright et al, 2006). Games provide a fun and comfortable environment in which learners are more motivated to take risks in language practice. The game applied in this research is *Just A Minute* game. It's very simple to prepare and fun to play. According to Gayathri (2016), *just a minute* game is a suitable practice for students with good communication in order to increase their creativity. As this game is designed as an all round fun activity, they hopefully will enjoy the learning experience and also identify their problems. They work over the problems individually as well as in groups. Over a period of time, they become competent speakers. By applying this game, the students can learn by playing which can give the positive effects on students' interest and motivation in studying English as well as to develop their speaking ability. Pertiwi & Amri (2017) also states in their journal that *Just a Minute* game is a simple game but effective to improve students' speaking skill and through this game, the students are expected to be interested in learning English, especially in speaking. The *just a minute* game which is applied in this research is modified. It is added with music and a doll. It is hoped that, by modifying it, it will make the class come alive.

In addition, the barriers will be minimized through game. The anxiety will be reduced. Game can improve students' interest and motivation, so that the students

actively take turns in the class. Schuna (2010) proves that playing educational games also helps learners with focus, self-esteem, and memory. Educational games can help children focus and get their self-esteem, because sometimes they get a quicker reaction from the game system, and they can really see how they have accomplished something. Players like communicating in a gaming environment because it allows them to communicate without anxiety or embarrassment. By having interest and motivation, it is hoped that a game could be an excellent choice to apply in teaching and learning activity. Furthermore, students' perceptions towards games are positive. According to Savitri (2018) in her journal, it showed that the students were excited to speak English during *Just A Minute* Game. They were enthusiastic when they delivered what they were talking about.

Based on the findings of the problems mentioned above, the researcher offers a solution towards this problem. In this research, the researcher modifies the procedure of Think-Pair-Share based on Suggestopedia principles to teach speaking. The three suggestopedia principles of suggestopedia used are authority, double-planedness and infantilization. Those are chosen despite the condition of classes in Indonesia, however those match the purpose of this research, which is to decrease the tension and anxiety of the students and increase the students' speaking ability, so it will accelerate the learning process. The title of this research is "Modifying Think-Pair-Share based on Suggestopedia to teach speaking". Hopefully, this research could give some contributions for English language teaching, especially in teaching speaking.

Furthermore, the researcher intends to know if there is any effect of the modified think-pair-share based on suggestopedia in the increase of students' speaking

achievement. It also investigates the students' perception on its implementation, as well as the correlation between the students' perception and their speaking achievement.

1.2   Research Questions

Based on the background of the study above, the research questions of this research are formulated as follows :

1. Is there any significant difference in students' speaking achievement between 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. What is the students' perception towards the implementation of the modified think-pair-share based on suggestopedia?

3. Is there any correlation between the students' perception and their speaking achievement in the modified think-pair-share based on suggestopedia ?

The list above is the formulation of the research which is found in this study. That formulation is helpful to decide the objectives of this study.

1.3   Objectives

After formulating the research questions, the objectives of this research can be narrowed down as follows :

1. To find out whether there is a significant difference in the students' speaking achievement between those 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 find out what the students' perception is towards the implementation of the modified think-pair-share based on suggestopedia

3. To find out if there is any correlation between the students' perception and their speaking achievement in the modified think-pair-share based on suggestopedia.

After proposing the objectives, the research can be done easier. Furthermore, it is also needed to know what exactly the uses of this research are, that will be explained in the following sub-chapter.

1.4 Uses

This research hopefully can give people advantages in the field of education, especially in teaching English. The uses of this research are:

1. Theoritically, this research makes contributions to the technique and approach in the field of teaching method, especially Think-Pair-Share and Suggestopedia

2. Practically, the use of product, i.e. the modified think-pair-share based on suggestopedia, is expected to be able to apply in class by teachers to increase students' speaking skill.

3. Objectively, this research could be a reference for further researchers to conduct similar research.

After being conducted, it is essential that the research can give new knowledge or information for the people. Furthermore, it is better when this research can be a reference for other researchers, or even this research can trigger many researchers to conduct further researches with respect to this research.

1.5 Scope

The focus of this study is to find out whether there is a significant difference in students' speaking achivement between those who are taught through the

modified think-pair-share based on suggestopedia and those who are taught through the original think-pair-share. It covers three principles of suggestopedia, i.e. authority, double-planedness, and infantilization. One of the interesting activities in the procedure of the modified think-pair-share is playing game. It is conducted at the stage of sharing. It uses modified *just a minute* game. Also, this research focalizes to the perception of the students towards the implementation of the modified think-pair-share, as well as the correlation between the students' perception and their achievement.

1.6   Definitions of Terms

There are some definitions of terms based on the theories used in this research as follows :

1. *Think-Pair-Share* is a classroom-based active learning technique, in which students work on a problem posed by the teacher or instructor.

2. *Suggestopedia* is an approach, which focuses on how to deal with the relationship between mental potential and learning ability.

3. *Music* is the art of combining sounds.

4. *Game* is a form of works of art in which participants, called players, made the decision to manage its resources through the objects in the game in order to achieve the goal

5. *Just A Minute Game* is a suitable practice for students with good communication in order to increase their creativity

6. *Speaking* is an interactive process of constructing meaning that involves producing, receiving and processing information

7. *Perception* is a thought about something that has been done, and it can be expressed by attitude

8. *Achievement* is the result of a set of activities that describes how well people have done the activities and it is usually manifested with score

The definitions of some words mentioned above are the commonly used terms that are often mentioned as the important concepts of this current research.

Those points above include the background, research questions, objectives, uses, scope and definitions of terms of the research. Thoroughly, this chapter consists of the explanations that are prior to give more information to the next chapter.

II. LITERATURE REVIEW

This chapter serves some theories which are discussed in a framework, that consists of speaking, aspects of speaking, teaching speaking, recount text, think-pair-share, advantages and disadvantages of think-pair-share, suggestopedia, main principles of suggestopedia, the chosen principles, modifying TPS based on suggestopedia principles, game, practice speaking through game, just a minute game, modifying just a minute game, relevant research studies, theoretical assumption, and hypotheses.

2.1. Speaking

Burns & Joyce (1997) in Torky (2006) states that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. Speaking is the most important skill of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). According to Pollard (2008), speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking, i.e. ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person he/she communicates with. Hamid (2014) states that class seems dead if there is no interaction as it should occur in the learning process. According to Harmer (2001), if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and

speak in connected speech. But there is more to it than that. Speakers of English – especially where it is a second language – will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They need to be able to survive in typical functional exchanges, too.

2.2. Aspects of Speaking

According to Harris (1974), aspects of speaking are divided by 3 parts, they are:

1. Accuracy

It consists of three elements :

a. Pronunciation

It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

b. Grammar

Grammar is structure words that is arranged to be sentences to give meaning, it is needed for students to arrange a correct sentence in conversation.

c. Vocabulary

Vocabulary is one of the speaking components which are very important in mastering English.

2. Fluency

The main goal of teaching speaking is oral fluency. Fluency means as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Symbols of fluency consist of a logically fast speed of speaking and only a small number of pauses and "ums" or "ems". These

symbols show that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

3. Comprehension

Teachers have to ensure that students are paying attention and understanding the material.

Those are the aspects of speaking that need to consider.

2.3. Teaching Speaking

According to Nunan (2003), teaching speaking is to teach English Second Language learners to:

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

There are stages in teaching speaking. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation. The next stage is presentation. One thing that should be considered in this stage is

the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use texts, videos, recordings or pictures in the form of transaction of native speaker and the like. The last is practice and production. Drilling check will be given to the students in this phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view, but rather of language appropriateness and acceptability.

In this treatment, the students are taught to speak through recount text as the reference. They are asked to tell their experiences in the past event. The simple past tense will be used by the students.

2.4. Recount Text

Cogan in Siswita & Hafizh (2014) defines recount text as a text written to retell events with the purpose of either informing or entertaining their audience or reader (or both). The students are expected to express their ideas about their experiences or last events to the audiences. There are several language features in recount text as cited in Harris, et al (2014). They focus on specific participant, use simple past tense, use action verb, use linking verb, and use chronological conjunction. Council (as cited in Husna, et al., 2019) states that a recount text has several generic structure that consists of orientation, events and reorientation. Each generic structure has social functions. The explanations of them are explained below:

1. Orientation

Recount begins with telling the reader who was involved, what happened, the location took place and the time of event. Orientation gives the reader background information needed to understand and they would recognize about the scene setting and the context of the text.

2. Events

Events are the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence. Sometimes, additional details are added to give information for the reader.

3. Reorientation

Reorientation is a closing step of statement that includes elaboration to conclude the paragraphs. In this concluding paragraph, the writer could give personal comment or statement.

Recount text in this research is used as a reference for students, so that they can highlight what they want to tell.

2.5. Perception of Students

Windiarti, et al (2019) state that perception is a thought about something that has been done, and it can be expressed by attitude. If the perception is correlated to students and classroom activity, it can affect a learning outcome. As stated by Nunan (2004), students' perceptions of what constitute legitimate classroom activity will influence learning goals and students' perceptions of what they should contribute to task completion, their opinions on the nature and demands of the task, and their definitions of the setting in which the task takes place will all influence outcomes. In student-centered approaches, students moreover play a larger part in the learning process. This can ensue in the promotion of their interests towards language learning. Perception is subjective and depends on one's

point of view on a given thing. According to Lamatokan (2018), how students perceive teacher's teaching methods and how they use various learning tactics, including methods and teaching media, can have an impact on how well students learn English.

This research investigates the students' perception on the implementation (teaching and learning process) of a method used namely the modified think-pair-share based on suggestopedia. It can be said that the purpose of the students' perception is to understand how they organize and interpret their sensory impressions in order to give effects in their learning environment and the learning process, as well as how they recognize and react to environmental cues. In other words, a student's positive or negative perception regarding the teacher's use of the modified TPS can have an impact on how well their achievements are.

2.6. Think-Pair-Share

Think-Pair-Share is a collaborative learning technique first proposed by Frank Lyman from the University of Maryland in 1981. Think-Pair-Share, abbreviated as TPS, is designed to differentiate instruction by providing students enough time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. Lyman (1987) adds that TPS is helpful because it structures the discussion so that the students follow a prescribed process that limits off-task thinking and off-task behaviour and builds accountability in their pair. Think Pair Share is one of cooperative learning that has three steps which are think, pair and share. Cited in Aprianti & Ayu (2020), Kagan describes the procedure of think-pair-share to three steps, as follows **:**

1. Think: In this stage, the student must think individually. A teacher poses a question to the students and gives them a minute to think independently

for their response, forming ideas of topic. The advantage of this stage is that the teacher gives time or opportunity to the students to think about their own answer before the questions are answered by other students.

2. Pair: In this stage, the students are grouped in pairs to discuss their thinking or ideas. It allows students to articulate their ideas to consider those of others. The students share their thinking with their partner. They should tell their opinions orally with their partner.

3. Share: In this stage, the teacher may select the students randomly to share their ideas to the whole group clearly with public speaking voice. So, the students must present their work to other groups in class.

Those are the steps of think-pair-share technique to run the teaching and learning process.

2.7. Advantages and Disadvantages of Think-Pair-Share

All techniques are not perfect, there are always an advantage and also disadvantage. According to Lyman (1981), Think-Pair-Share technique as one of the cooperative language learning models has some advantages and disadvantages. The advantages are : 1) The Think-Pair-Share technique is quick and does not take much preparation time. 2) The Think-Pair-Share technique makes classroom discussions more productive, as students have already had an apportunity to think about their ideas before sharing with the whole class. 3) Students have opportunity to learn higher-level thinking skills from their peers, and gain self confidence when reporting ideas to the whole class. 4) The pair step ensures that no student is left out of the discussion. 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. 6) Both students and teacher have increased opportunities to think and become involved in group discussion. 7) The Think-Pair-Share technique is applicable across all grade levels and class sizes.

While the disadvantages are : 1) Not all students focus on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given. 2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs.

To overcome, especially the disadvantage no.1, the researcher proposes an approach, i.e. suggestopedia, that it is hopefully able to cover that weakness, because suggestopedia can decrease the anxiety of the students that makes them not focus to the topic. The difficulty of concentrating while studying is caused by anxiety that the students feel. Therefore, the researcher assumes that suggestopedia can cover this weakness of TPS.

2.8. Suggestopedia

Xue in Majali,et al (2020) declares that suggestopedia or desuggestopedia is an innovative teaching method that deals with both students' mental abilities as well as their learning abilities. This innovative method is one of the most appropriate teaching methodologies in teaching English speaking skill for young learners. Often considered to be the strangest of the so-called "humanistic approaches", suggestopedia was originally developed in the 1970s by the Bulgarian educator, Georgi Lozanov. Lozanov himself declared that memorization in learning through suggestopedia would be accelerated by up to 25 times over than in conventional learning methods.

2.8.1. Theory of Language

Lozanov does not articulate a theory of language, nor does it seem he is much concerned with any particular assumptions regarding language elements and their organization. Lozanov emphasizes the importance of experiencing language material in "whole meaningful texts" (Lozanov, 1978:268) and notes that the suggestopedia course directs "the student not to vocabulary memorization and

acquiring habits of speech, but to acts of communication" (Lozanov 1978:109). Lozanov refers most often to the language to be learned as "the material."

2.8.2. Theory of Learning

Suggestion is at the heart of suggestopedia. Lozanov claims that his method is different from hypnosis and other forms of mind control because they lack a "desuggestive-suggestive sense" and "fail to create a constant set up to reserves through concentrative psycho-relaxation". According to Setiyadi (2020), like other methods, the suggestopedia also has assumptions about learning. Some of the assumptions seem to be different from other methods; they are not only psychological but also metaphysical. The followings are basic assumptions about learning :

1. Learning involves the unconscious functions, as well as the conscious functions. We sometimes remember the meaning of a word when we remember the situation in which we learned the word. Sometimes we cannot avoid having unconscious processes involved in the process of thinking. We may be aware of many other things that are connected with the word, such as objects, actions, feeling, thoughts, and other things though we do not mean to think about them. In learning a foreign language, learners are exposed to environmental learning which accelerates the process of learning. Environmental learning is a peripheral learning that means when learning, the students also get the understanding by aspects out of the learning process, like the condition of the class, the teacher's behaviour and the feelings that the students feel.

2. The norms of the society often block the process of learning. Language learners are often blocked by the limitations which the society has suggested. They sometimes think that certain processes of learning are culturally or ethically unaccepted. There is an ethical barrier. The learners tend to reject everything

not in harmony with the ethical sense of the personality. This kind of sense may have been internalized by the norms of the society.

3. In learning, learners need some psychological and artistic tools. The psychological tools include liveliness, joy and cheerfulness in the learning environment. This can be seen in a language class of suggestopedia in the experimental class where there are some posters consisting of interesting pictures on the walls. This kind of artistic learning environment is expected to reduce psychological tensions.

4. Related to the second assumption, removing the psychical tensions will accelerate the process of learning. Tension removing can also be done through two channels: the design of the materials and the behavior of the teacher. The texts given in the first procedure of the modified TPS are from clear source and also, the researcher makes several texts by herself, so that the students are willing to read them. Even though the teacher reads and recites the texts, she may give translations and explanations when needed.

5. Related to the consciousness and unconsciousness, learning will take place effectively when there is a unity of the conscious-paraconscious and integral brain activation. The principle of unity of the conscious-paraconscious and integral brain activation is in fact a principle of globality. Not only are the learners' conscious reactions and functions utilized but also his paraconscious activity. This principle recognizes the simultaneous global participation of the two brain hemispheres and the cortical and subcortical structures, and also the simultaneously occurring analysis and synthesis. When this principle is observed, the process of instruction comes to nearer to the natural psychological and physiological regularities in personality. The consciousness, in the sense of attitude and motivation, is lifted to a still higher level. Under the conditions of the suggestopedic educational system, the process of instruction

is not against the natural inseparability of the conscious and paraconscious functions. In the experimental class where the modified TPS is applied, in the third stage, by playing the game, the students do not realize when they say the utterances and express their ideas directy, because they fell relaxed, enjoy and focused to the learning activitiy.

6. Activating learners' imagination will aid. This can be done by inviting the learners to take mental trip with the teacher. All of the learners are given new names in the target language and new identities. During the class, each of the students will create an imaginary biography about the life. The students will act differently as usual, depending on their new identities. Their new identities will make the students learn the target language with their imagination. Then, they will imagine that they are going to a country where the target language is spoken.

Of the six elements of suggestopedia, the researcher implements only five, except number six. The approach is based on the power of suggestion in learning, the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia makes use of music, a comfortable and relaxing environment, and the relationship between the teacher and the students that is similar to the parent-child relationship. Music, in particular, is the central to this approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

In order to reach the optimal use of brain capacity, the method suggests language learners to activate the reserve capacities of language learners. This can be done

by "suggestion". By suggestion, language teachers can create learning situation in which the optimal use of brain capacities can be achieved (Setiyadi, 2020). Suggestion can work well when the learners remove the prior automatic patterns and open the access to great potential of mental reserve. Without de-suggesting (removing) the patterns, it is hard for suggestion to function. The learners must be assured that they have *anti-suggestive barriers* and they have to remove them in order to open the access of the suggestion. The three anti-suggestive barriers are critical logical, intuitive-affective, and ethical (Lozanov, 1982: 148). The first anti-suggestive barrier is critical anti suggestive barrier. This barrier rejects suggestion through reasoning. If the learners think that it is impossible to learn a foreign language, as Lozanov believes, the possibility to be successful learners is very slim. This barrier is the conscious critical thinking. The second anti-suggestive barrier is intuitive affective barrier. This seems to be emotional barrier. This barrier is believed to come from anything that may produce a feeling of lack confidence or insecurity. If the learners feel that they will loose their confidence or selfesteem, they are likely not to reach the success in learning. The third anti-suggestive barrier is ethical barrier. The learners will reject everything that is not in harmony with the ethical sense they have. The ethical sense may have been established from family or society.

Furthermore, according to Setiyadi (2020), there are two basic kinds of suggestion in Lozanov method: direct and indirect. Direct suggestion is meant to deal with conscious processes and indirect suggestion deals with unconscious processes. The examples of conscious processes are all activities that occur in direct learning-teaching interaction. The examples of indirect suggestion are communication factors outside our conscious awareness such as voice, tone, facial expression, body posture and movement, speech tempo, rhythms, accent, etc.

Another factor in language learning that can function as indirect suggestion is classroom arrangement, such as décor, lighting, noise level, etc.

To create effective learning environment, there are several means of suggestion which are the most powerful and essential for language teachers. This suggestion may overcome the anti-suggestive barriers that the learners have (Dorothy, 1981) :

1. A careful orchestrated physical environment: an uncrowded room, aesthetically pleasing, well lighted, furnished with comfortable chairs to facilitate a relaxed state.

2. The teacher is thoroughly trained in the art of suggestive communication-with a) a well developed sense of authority, b) the ability to evoke a receptive, playful, child-like state in the students, c) a mastery of double-plane behavior, especially the ability to use appropriately and purposefully suggestive language, voice, intonation, facial and body expression.

3. Music: certain selected music is used for special "concert" presentations of material to be learned. Music is also used to evoke a mentally relaxed state.

4. Carefully integrated suggestive written materials.

5. Visual stimuli: posters, pictures, charts, and illustrations. The arts offer us the greatest examples of unified suggestive expression, and we should make effort to integrate them into the learning environment.

In contrast against this approach, as cited in Cahyono (2011), Dardjowidjojo provides a realistic critique of the application of suggestopedia. According to him, if this method is applied in Indonesia, there will be a conflict between the basic principles of suggestopedia and the reality faced by teachers in schools. As language teachers in schools, they must follow a valid curriculum system, and of course the school may not provide a large space for students' physical movement or a comfortable room with classical music, bright room decorations, and other

requirements for creating conditions of suggestopedia. Meanwhile, Tarigan (2009) reveals that the advantages of the suggestopedia method are: (1) it provides calm and relaxation; (2) pleasant or exhilarating; (3) accelerate the learning process; (4) emphasizes the development of language skills. Despite these two contrasting statements, the researcher keeps believing that this research will go very well. By conducting this approach, it is hoped that the advantages will appear better than the disadvantages.

2.9. Main Principles of Suggestopedia

As an approach, suggestopedia has some principles. The main principles are the basic principles of Lozanov's. According to Lozanov, there are six main principles of suggestopedia. They are authority, infantilization, dual (double) planedness, intonation, rhythm, and pseudopassivity. As cited in the journal of Jia (2017), below are the explanations of each principle :

1. Authority

   Lozanov (1978) claims that nearly all of suggestive methods are based on authority, no matter whether it is leaders personality authority, faith authority, or experience authority. Through the study, Lozanov and his colleagues discovered that suggestibility of individuals (or called 'the extent of perceiving suggestion') can be influenced by physical strength, mentality, vocational ability, social status and other factors, in which underdogs are more suggestible while authorities are more influential and dominant. So when a teacher wants to intensify students' memorization of what they are imparted, it is effective to present the information or knowledge from an authoritative source, such as scientific-sounding language, highly positive experimental data and so on.

Lozanov conducted an experiment to prove this point : He divided the students in a class into two groups and asked each group to recite the same poem. One of the groups (group A in the next context) were told what they were to recite was written by a famous poet and the other group didn't get to know the reference of the poem. The consequence is that group A finished their task efficiently. It's one of the typical evidences.

Besides, when teachers quote some sayings of a famous writer or show some artistic works of a hot artist to convey specific ideas, the students will perceive suggestions from authority with emotion strongly, in which unconscious aesthetic psychological activities operate and memorization can be strengthened a great deal.

The significance of authority is well worth paying enough attention to and applying to the language teaching process owing to its own distinct advantages in suggestopedia. Besides, presenting materials from an authoritative source mentioned above, teachers should also keep in mind that excessively intentional authority is always counterproductive ; therefore, teachers would better deal with the balance appropriately and not use absolutely negative gestures and words.

2. Infantilization

Infantilization is the most essential method in any teaching period. Teachers have been equipped with abundant knowledge reserves, training their problem-solving skills and logical thinking ability for a long time which make them very different from students who seem like a piece of white paper when coming to new fields of knowledge. On this occasion, infantilization begins to show its irreplaceable advantages. Infantilization

means that the relationship between the teacher and the students is like a parent and his/her children. They can do anything with the teacher without fear or shame. They can do activities like role playing, singing, games or gymnastic exercises. It make contributions to optimization of learning together.

In the modern education, infantilization requires the teacher to be good at circumstance set and role arrangement, providing the students delighting and relaxing environment to learn. It needs more energy, time and patience for a teacher, but the feedback is excellent. On the one hand, teachers in this way can improve their appetency, build up the harmony ,echo each other, and achieve good relationship from students. On the other hand, it promotes the development of students' confidence and expressiveness.

3. Double-planedness

Double-planedness refers to the unconscious stimulus from the environment where the instruction takes place (the decoration, furniture, and arrangement of the classroom and the musical background) and teachers behaviors (gesture and expression). All of these elements are called peripheral stimulus and have a great impact on the learning process.

Experiments demonstrate that double-planedness can intensify the authority, creating the circumstance of infantilization and giving the unconscious psychological suggestion to help learner perceive and memorize information effectively, which provides teachers today with lots of inspiration and experience.

4. Intonation

Intonation refers to strength, speed and pitch of voice in sentences which can express information in a flexible way. Different intonations can convey different kinds of content and produce different effects to listeners. Emphasis, weakening, and cadence are different forms. In suggestopedia, when words are expressed in mild, it is easier to achieve the suggestive result. Deep suggestion is more influential than direct instruction. Lozanov conducted an experiment with his colleagues in which they asked the teacher to use variegated intonations to recite a specific material in experimental group and relatively changeless and plain intonation were designed for the students in control group. Through the experiment, Lozanov discovered that although the teacher presented the same material, the students in experimental showed their obvious advantages in quantity of the material and durability of memorization, which proved that intonation played a very essential role in the memorization of the students and had encouraged teachers to combine the materials they intend to present with variegated intonations in class to get better feedback.

5. Rhythm

Rhythm is one of the basic elements of music. It refers to the alternative combination of length and strength in voice which has some regular patterns. It's also the manifestation of core and length of the syllable in words. When the content to be memorize is presented in the form of proper pause between words and phrases, intonation will reach the best state and has a deep impression on listeners' mind. Constant, rhythmic and consistent stating can produce unconscious and irrational activities of psychology, which always managed to break out the anti-suggestion psychological defensive line of learners. Using the properly variegated

rhythm can emphasize the key points and accomplish other effects, making contributions to the improvement of memorization when student's perceiving suggestion unconsciously.

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. Both intonation and rhythm are coordinated with a musical background. This state is felt to be optimal for learning, in that anxieties and tensions are relieved and the power of concentration for new material is raised. It can be found how important the appropriate intonation and rhythm are in the interactive teaching-learning process and what the teacher should pay attention to when reciting or narrating the specific material.

6. Pseudo-passiveness

Pseudo-passiveness refers to the state in which suggestion is the easiest to perceive for deeply relaxed learners. One of the most typical characteristics of pseudo-passiveness is the physical relaxation and mental activeness of individual. The production of pseudo-passiveness states benefits from the functions of music which can influence the specific part of brain directly.

According to the basic principles of Suggestology, applying any form of classical music, which can reach the harmonious state, to modern teaching can also accomplish the good teaching result in suggestopedia, as well as help students feel the charm of art and develop their wholesome personality.

Those are the main principles of suggestopedia. Based on the problems and condition of classes in Indonesia, the researcher chooses three of them tobe integrated in the modified think-pair-share. This will be explained in the next sub-chapter.

2.10. The Chosen Principles

The researcher chooses three principles of suggestopedia that are suitable to apply to Indonesian schools and match to cover the weakness of TPS. They are authority, double-planedness, and infantilization. The following is the considerations of why the researcher chooses them :

1. Authority

    It is effective to present the information or knowledge from an authoritative source, such as scientific-sounding language, highly positive experimental data and so on. Besides, when teachers quote some sayings of a famous writer or show some artistic works of a hot artist to convey specific ideas, the students will perceive suggestions from authority with emotion strongly, in which unconscious aesthetic psychological activities operate and memorization can be strengthened a great deal. In this principle, the researcher chooses the trusted and clear sources for the materials. Authoritative principle is chosen due to enrich the knowledge of the students', so that before they think about the posed question, the principle helps the students know what to say.

2. Double-planedness

    The decoration, furniture, and arrangement of the classroom, such as the seating placement and posters contained pictures of the theme and grammars, are called peripheral stimulus and have a great impact on the learning process. By having this situation, unconsciously students release their anti-suggestive barriers, because they are interested in the condition

of the class where there are many posters around. It makes the students wonder to see the posters and to get the information more interestingly.

3. Infantilization

This principle is unique. It means that a relationship between the teacher and the students is like a parent to his/her children. They can do anything to their parents. By having this relationship, the students feel like at home. It makes them relaxed, so that they could do anything that is asked by the teacher without any force. It may cover role playings, songs, games, gymnastic exercises, etc.

Those are the considerations of why the researcher chooses the principles.

2.11. Modifying TPS based on Suggestopedia Principles

The researcher adds the three principles of suggestopedia, i.e. authority, double-planedness, and infantilization to the steps of original TPS by Kagan (1994). The elaboration is as follows :

1. Think: In this stage, the researcher implements the principle of authority. Before posing a question to the students, the teacher adds one example of recount text containing events which happened in the past. It intends that the students read the text, get the main points, and understand the generic structure of recount text. By giving the text before they think about the question, it could help the students, so that they know what they will talk to their pairs in the next stage. The text is as the example of the points of what they will share. The sources of the texts are from authoritative sources. The researcher mentions the sources. It builds the belief of the students because thay are sure that the text is authentic. It eases the students to think deeply about the question that will be posed by the teacher.

2. Pair: In this stage, principle of double-planedness is used. The researcher spreads the posters, consisiting pictures and vocabulary of theme, and grammar rules. So that, the students could easily talk to their pair because they know what and how to talk and share their ideas with their partner by seeing the posters around.

3. Share: In this stage, infantilization takes place. The students share their ideas in the class with a unique term. It will be held through a game. Students will stand in a big circle. They have a doll and music played, and then, the modified *just a minute game* is started. Through this game, each student is asked to tell his/her experience.

The difference procedures between the original TPS and the modified one are elaborated in the table below :

Table 2.1. The difference between original TPS and modified TPS

The original TPS	The modified TPS
1. Think A teacher poses a question to the students and gives them a minute to think independently for their response, forming ideas of topic.	**1. Think** The researcher gives a text before posing a question to the students. The text is a recount text. The sources of the texts are from authoritative sources. The researcher mentions the clear sources. It's one of principles of suggestopedia, i.e. authority. The students are asked to read the text before thinking of the question, to ease them to know what they will say to their pair
2. Pair The students are grouped in pairs to discuss their thinking or ideas. It allows students to articulate their ideas to consider those of others. The students share their thinking with their partner. They should tell their opinions orally with their partner.	**2. Pair** The researcher spreads the posters, consisiting pictures and vocabulary in theme of cooking, and also grammar rule of the simple past tense. In the principle of double-planedness, the students could easily talk to their pair because they know what and how to talk and share their ideas with their partner by seeing the posters around.
3. Share Teacher asks the students to voluntarily share their ideas to the whole group clearly with public speaking voice. So,	**3. Share** Applied with the principle of infantilization, the students stand in a big circle. They have a doll and music

the students must present their work to other groups in the class.	played, and then, the modified *just a minute game* is started. <mark>Through this game, each student is asked to tell his/her experience.</mark>

2.12. Game

Game is one of the examples of the principle of suggestopedia, i.e. infantilization. The researcher uses game at the last stage of think-pair-share. Bylieva & Sastre (2018) define game as media which makes an important contribution to the acquisition of vital skills in the history of mankind, and gaining an increasingly important role in the modern information society. Sanchez, et al (2007) state that a game is a valuable technique, which includes three principle elements : competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective. Game-based learning (GBL) is one of the ways in which learner-centered pedagogy can be implemented in the classroom in order to engage and motivate learners (Gazal & Singh, 2016). In this context, a game is defined as a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, that results in a quantifiable outcome often eliciting an emotional reaction.

Then, cited in Raheem, et al. (2020), Cabe defines a language games as a spoken routine for two or more players, meant to be repeated many times. This implies that such repetition will enable the children to communicate effectively since playing language games will help the children to develop language and thought. In the activities of language games, the children will develop their ability to say what they mean to say and to express them clearly.

Also, Raheem, et al (2020) in their journal state that language games do not only provide supportive activities and practices that can motivate the students to

interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way. In short, it can be said that language games are able to help students use and practice the target language in a relaxed way.

A games is advantageous at this point because it reduces anxiety, increases positive feelings and improves self-confidence because learners are not afraid of punishment or criticism while practicing the target language freely. According to Chen (2005), the benefits of using games in learning classrooms can be summed up in nine main points which are as the following :

1. Games are learner-centered (the student is always in focus).

2. Games promote a communicative competence.

3. Games create a meaningful context for language use.

4. Games increase learning motivation

5. Games reduce learning anxiety.

6. Games integrate many various linguistic skills.

7. Games encourage creativity and spontaneous usage of the language.

8. Games construct a cooperative learning environment.

9. Games foster participatory attitudes of the students.

Furthermore, Mubaslat (2012) states that games ought to be at the heart of teaching foreign languages, games should be used all the stages of the lesson, provided that they are suitable and carefully chosen. It can be concluded that games could be the media which is very interesting to apply for engaging students in speaking English.

2.12.1. Practice Speaking through Game

Game is considered to be the media to practice their speaking, especially educational games. By practicing speaking in game, students do not need to be worried, anxious or embarrassed. With this fun activity, the students can enjoy it, their anti-suggestive barriers will be released, their mental potential will increase, and their learning ability will be accelerated. Raheem, et al (2020) in their journal say that language games are able to help students use and practice the target language in a relaxed way.

2.12.2. Just A Minute Game

Just a Minute game is a simple game but effective to improve students' speaking achievement. The rule of the game is the students speak in one minute about a topic given by teacher without hesitation, repetition, and deviation. If the students break the rule, the other students can take the chance by saying "Challenge". The teacher can choose the students who will continue the speech with the same topic. The student who can speak in one minute without breaking the rule will be the winner of the game. According to Gayathri (2016), *Just a Minute* game is a suitable practice for students with good communication in order to increase their creativity. By using this game, the students can learn by playing which can give the positive effect on student's interest and motivation in studying English as well as to develop their speaking ability.

Pertiwi & Amri (2017) states in their journal that there are some advantages in using *Just a Minute* game in teaching speaking. It helps students to develop their confidence by challenging them to speak in front of an 'audience', their classmates and their teacher. The game is also a good fluency practice. This is especially true if the teacher gives bonus points for especially impressive word

choices. Depending on the topic, the game can also become good practice for specific lesson (sports, buildings in a city, hobbies, family, and so on). There will also be quite a lot of 'filler' language required, while the student is thinking about what to say next. A quick feedback session after each contestant has finished or at the end of the game it self, can help correct problems without interfering with the main objective of enhancing fluency.

2.12.3. Modifying *Just A Minute* Game

By looking at the rule of the game and engaging the principle of suggestopedia, i.e. infantilization, the researcher thinks that to make it more interesting, this game should be modified. It is added with a doll and music. The rule is down below :

1. Students stand in a big circle

2. Music is played

3. A doll is thrown around

4. Teacher stops the music

5. Any student with the doll gets caught. He/she must speak about his/her experience in the past

6. It is repeated until the last student

7. There is no win or lose. It is genuinely to practice their speaking.

Those are the steps of *the modified just a minute* game that hopefully could make the class alive.

2.13. Relevant Research Studies

There are some previous studies that have been done by researchers about think-pair-share, suggestopedia and game. Kusrini (2012) in her journal concludes that the use of Think Pair Share in teaching speaking is more effective than presentation. Cahyani (2018) has done a research about think-pair-share to improve speaking performance. It's concluded that the students' got a better score

and result in their speaking performance after they got some treatments. This research shows that think-pair-share technique successfully improves the students' speaking ability. Ivanova & Severinova (2021) conducted a study about suggestopedia. The positive impact and enlightenment in suggestopedia teaching practices cannot be denied. Suggestopedia's proven, unique, and impactful methods add value to the learning process and should be widely used as both an alternative option and as an additional solution to improve the effectiveness of language learning educational programs. Dharmayanti (2016) shows the students gave their positive responses to the implementation of suggestopedia in learning speaking. The classroom action research proves that speaking skill of the first semester students of EESP Mahasaraswati Denpasar can be improved through suggestopedia. Raheem, et al. (2020) established a study about the role of language games in developing linguistic abilities. It concluded that language game was considered as an interesting way for learning the language or something about the language. Pertiwi & Amri (2017) conducted a research about using *just a minute game* to improve students' speaking ability in senior high school. The result shows that by playing this game, the students can develop their confidence because they have to speak in front of their friends and teacher. In addition, it also gives good impact to their fluency. This game also becomes a good practice for specific lesson. At last, it is an interesting strategy for students because the teaching learning process should be attractive and interesting in order to develop students' speaking ability in the classroom.

Those researches above support the way this research is conducted.

2.14. Theoretical Assumption

Having reviewed all the theories above, some theoretical assumptions can be drawn. First, TPS is a good technique to apply at class, although it has

disadvantages. Second, suggestopedia hopefully can cover the weakness of TPS. The last, game could be one of the interesting media to be held in the teaching and learning process. Hopefully, this treatment could decrease the tension and anxiety in the students' brain so that they could absorb the materials in acceleration. By modifying TPS based on suggestopedia principles, it is hoped to increase significantly students' speaking achievements better compared to the original one. Finally, this modified TPS is hopefully easy to apply by the teachers at class.

2.15. Hypotheses

In order to answer the research questions, the hypotheses which are proposed in this research are :

1) There is a significant difference in the students' speaking achievements between 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) The students have positive perception towards the implementation of the modified think-pair-share based on suggestopedia

3) There is a positive correlation between the students' perception and the students' speaking achievement through the modified think-pair-share based on suggestopedia

The researcher proposes the hypotheses above in supported with the theories and the previous studies. This chapter has elaborated some theories from various books and reputable journal articles. Briefly, the framework that has been discussed in this chapter is the prior theoritical information that is elaborated to bring to the next chapter.

III. METHODS

This is the continued chapter that involves research design, subjects, research procedure, data collecting technique, instrument, validity, reliability, data analysis, and hypotheses testing.

3.1. Research Design

Research design is the procedural data collection and interpretation chosen by the researcher to conduct the research. Setiyadi (2018) argues that research design is a plan or steps prepared to collect data in a research. This current research is a quasi-experimental design and it conducts a quantitative method. Its goal is to intently find out whether there is any significant difference in students' speaking achievement between the students who are taught through the modified think-pair-share based on suggestopedia principles and those who are taught through the original think-pair-share, to know what the students' perception is towards the implementation of the modified think-pair-share based on suggestopedia, and to know what the correlation of the students' perception is with their speaking achievement. The research design is Pre-test Post-test Class Design and clearly described as follows:

Table 3.1. Research Design

G1 : T1 X T2
G2 : T1 O T2

G1 = Experimental class
G2 = Control class
X   = Modified TPS
O   = Original TPS
T1 = Pre-test
T2 = Post-test

The figure above illustrates that pre-test is administered before the treatment to obtain information about the students' speaking achievement which is prior to the treatment. The researcher then gives the treatments which entails teaching speaking through the original think-pair-share (in the control group) and the modified one (in the experimental group). Afterward, a post-test is given to see the difference of students' speaking achievement as a result of the treatments.

3.2. Subjects

Subjects for this research are two classes of SMK N 3 Bandar Lampung. The technique used in determining the subject is purposive sampling technique. The purposive sampling is non-probability sampling method in which individual or case that is chosen can represent the case that can answer the research questions (Setiyadi, 2018). It was done by using an interview to one of the English teachers in that school. It is known that the students of both classes have the same characteristics, the class of culinary art 2 and the class of culinary art 3. They seem to be in the beginner level of English and still have problems in speaking English. It is hoped that the change might be seen. Two culinary art classes are chosen in which each class consists of 33 students for both control and experimental class.

3.3. Research Procedure

In conducting this research, there are some steps applied to make sure that the research runs well in a good chronological order. The steps of the procedure of the research are as follows :

1. Determining Problem

   This research arrives from the problems which happens in learning process. The majority of the English teachers are stuck in using the old methods due to the lack of time in exploring new methods or reluctant to adapt in the new environment. Most of the EFL teachers are stuck in giving only grammar materials to the students. However, it can be manipulated by adding or changing some steps in TPS procedure by using activities that can promote the students to communicate using English.

2. Determining the Subjects

   The subjects of this research were students in SMK N 3 Bandar Lampung. It takes two classes, the class of cullinary art 2 and the class of cullinary art 3. Each class consists of 33 students, in the tenth grade. The first class is for control class and the other is for experimental class.

3. Constructing TPS for teaching

   The researcher constructs the activities of think-pair-share technique into the classroom. There are two types. One is the original TPS based on Kagan (1994). The other is the modified TPS based on suggestopedia principles. The teaching and learning process is based on *Curriculum 2013.*

4. Administering the pre-test

   The pre-test is administered to both classes (culinary art 2 and culinary art 3) at the first meeting before the treatments begin in order to determine the students' prior speaking ability. The pre-test consists of an instruction as a

subjective test. The students are asked to tell their experience in learning how to cook in their school. The researcher, together with her two colleagues, records what the students speak about. The test follows the vocational high school's *curriculum 2013* which is regarded appropriateness for their level in term of recount text.

5. Conducting the treatments

   Both control and experimental class are given three meetings for the treatments. Each meeting consisted of 90 minutes. Additionally, the materials are based on *curriculum 2013*, i.e. recount text.

6. Administering the post-test

   After implementing the treatments, a post-test is administered. The post-test instruction is the same as the pre-test instruction. The instruction is : *Please tell your experience when you are learning how to cook in this school !*. After that, the post-test results of both classes are processed via SPSS through Independent Samples T-Test to determine if there is any significanct difference of the students' speaking achievements.

7. Recording

   The researcher records the students' speaking skill during the pre-test and the post-test by using a smart phone in term of voice recorder. With this technology, it helps and ease the researcher to rate the score. Furthermore, the recording is given to the second rater to score.

8. Distributing the questionnaire

   The next step is distributing a close-ended questionnaire to all students in experimental class. The purpose of the questionnaire is to seek what the students' perception is towards the implementation of the modified think-pair-share running throughout the treatments. It is also calculated manually

through Microsoft excel 2010 to see the correlation between the students' perception and the students' speaking achievement.

9. Transcribing

Some of the students' utterances of pre-test and post-test are transcribed. Those are chosen as the average scores.

10. Scoring

Since the researcher uses two raters to score the speaking tests, the researcher fills the scoring test as the first rater (R1) and the second-rater (R2) is an English teacher of that school. It is to know if there is any increase of students' speaking achievements between the scores of the original TPS and the modifie one.

11. Analyzing the result

After scoring the students' performance, the researcher compares the result between the pre-test and post-test to see whether the score of the post-test is higher than the pre-test for both control and experimental class. After that, the researcher compared the post-test of original TPS with the modified one. It is to know which one is higher, to find out how significant the increase is. Additionally, the research also scores the questionnaire to see whether there is a positive perception from the students towards the learning activity through the modified think-pair-share based on suggestopedia. Finally, the result of questionnaire is correlated to the score of post-test in the treatment of the modified TPS.

Those are the steps of doing this research to ease the researcher in conducting this research.

3.4. Data Collecting Technique

The researcher employed two instruments, i.e. test and quetionnaire. The elaboration is below :

1. Test

   The test is speaking test that consists of :

   a. Pre-test

   The pre-test is given to the class of culinary art 2 and culinary art 3 at the first meeting before the researcher engages the students in the treatment. It is done to determine their speaking ability before they are treated with the original TPS (for class of cullinary art 2) and the modified TPS (for class of cullinary art 3). The pre-test is to ask the students to tell their experience in learning cooking in that school. The kind of speech is monologue. It is assessed with the rubric of speaking by Brown in Karlina & Sudirman (2020). The test is subjective test which needs inter-rater.

   b. Post-test

   The classes of culinary 2 and culinary 3 are administered a post-test. The post-test has the same instruction as the pre-test. It is conducted whether there is any significant difference in the students' speaking achievement through both techniques of think-pair-share.

2. Questionnaire

   The perception questionnaire is used to measure students' perception on the implementation of the modified TPS based on suggestopedia. It is distributed to the experimental class. This questionnaire is adapted from theory of Lozanov (1975), Lyman (1981) and Brown (2001). To ensure that students understand all the items of questionnaire, it's provided with both English and Bahasa Indonesia. Students are asked to answer each question inside the range of 5-point scale ranging from strongly disagree to strongly agree. Then, the result of the questionnaire's scores are correlated with the students' speaking achievements.

Above are the three instruments used in this research.

3.5. Instrument

An instrument is a tool to collect data of the research. There are two instruments used in this research. They are speaking test and questionnaire.

3.5.1. Speaking test

Test is valuable measuring instrument for educational research. Therefore, the role of the test is important in collecting data. For tests, the researcher provides pre-test before treatments and post-test after treatments. Those are done for both control and experimental class. The tests are in term of speaking achievement. The instruction of both tests are equal. The scoring rubric used is a rubric speaking from Brown (2001) that has five aspects of speaking, which are grammar, vocabulary, comprehension, fluency, and pronunciation. The instruction of the tests is :

Please tell your experience when you are learning how to cook in this school !

3.5.2. Questionnaire

To answer the second and third research questions, the researcher distributes questionnaire in order to know the perception of the students towards the implementation of the modified think-pair-share based on suggestopedia after the treatments have been done. The data are next used to determine the correlation between the students' perception and the students' speaking achievement. The questionnaire is elaborated from theory of Lyman (1981), Lozanov (1975) and Brown (2001). Here is the table of the questionnaire item number in order to ease the grid of questionnaire statement.

Table 3.2. The questionnaire item number of students' perceptions towards the implementation of modified think-pair-share based on suggestopedia

No	Categories		Item Number	Total
1	Perceptions of Modified Think-Pair-Share based on Suggestopedia	Modified TPS	1 & 2	5
		Suggestopedia principle of Authority	3	
		Suggestopedia principle of Double-planedness	4	
		Suggestopedia principle of Infantilization	5	
2	Perceptions of aspects of speaking	Vocabulary	6	5
		Grammar	7	
		Pronunciation	8	
		Fluency	9	
		Comprehension	10	
Total				10

3.6. Validity

Validity is concerned with the interpretation and the use of assessment result. For example, if it infers from an assessment that students have achieved the intended learning outcomes, some assurances are required that our tasks provided a relevant and representative measure of the outcomes (Gronlund & Waugh, 2009). Validity can be devided into two types : content validity and construct validity. For achievement tests, content validity is very important. According to Gay, et al. (2011), a test result cannot accurately reflect a student's achievement if it does not take into account of what the student is taught and is supposed to have learned. While the degree to which a test measures an intended hypothetical construct is referred to as construct validity. Consequently, this research examined both types of validity to make sure that the tests are valid.

3.6.1 Validity of Speaking test

The content validity of a test refers to how representative and comprehensive it is (Hatch & Lazaraton, 1991). In this point, the purpose of the instrument is to provide the data on the students' speaking achievement before and after the treatments. It is in accordance with the curriculum of English subject for vocational high school, *curriculum 2013*.

Besides, the tests are then created based on the materials that the students have been taught by the teacher of that school. Because the type of the text taught is recount text, the tests are certainly about recount text. The test assessment is based on the rubric of speaking by Brown (2001) that has five aspects of speaking, which are grammar, vocabulary, comprehension, fluency, and pronunciation. Above all are done to merely attain the content and construct validity. Below is the elaboration of content validity and consruct validity of the test.

3.6.1.1. Content Validity

According to Setiyadi (2018), if a measuring instrument has represented all the ideas or domains related to the material to be measured, the measuring instrument has fulfilled aspects of content validity. In making the final test for English subjects, content validity is related to the extent to which the items in the test are prepared based on the existing curriculum. Here, the researcher correlates the speaking tests with the curriculum for Vocational High School. SMK NEGERI 3 Bandar Lampung used *curriculum 2013* to run the teaching and learning process. Below is the table that includes Core Competence and Basic Competence based on the syllabus of SMK N 3 Bandar Lampung.

Table 3.3. The content validity of speaking test

Kompetensi Inti	Kompetensi Dasar
3. Memahami,menerapkan,menganalisis dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.	**3.7** Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya
4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan,meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.	**4.7** Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.

3.6.1.2. Construct Validity

According to Pollard (2008), speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking, which is : ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person he/she communicates with. These aspects are in line with the aspects of rubric by Brown (2001). Because the test is a monologue speaking test, the

construct validity only covers the aspects of the rubric based on the theory, it is documented through SPSS, and the score is elaborated below :

Table 3.4. Rubric of Speaking by Brown (2001)

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency).	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subject (i.e., topics that require not specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for word.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversations within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Error in pronunciation are quite rare.
5	Equivalent to the of an educated native speaker.	Speech non all levels is fully accepted by educated by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent culture references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.

There are 5 scales for each element in which the number 5 is the highest score. The first element is grammar. It is to evaluate the correct grammar that the students used in speaking. It's very important, because it is known that Indonesian

students often speak ungrammatically. The second one is vocabulary. It is to measure how many vocabularies that the students have. The third is comprehension. It is to figure out whether the students understand what the instruction asks them to, and to make sure what they speak is according to the instruction. It can be obtained from the points that the students elaborate. The fourth element is fluency. It is to measure how fluent they are speaking, without several pauses. The last is pronunciation. It is to measure how exact they pronounce the words and their accents are like natives or not.

3.6.2. Validity of Questionnaire

Since the purpose of the instrument is to produce data from the questionnaire, the researcher uses the notion of the modified TPS to ensure validity. Content validity deals with the equivalent among treatments that are given in the test. In order to enhance the content validity of the questionnaire, the questionnaire is adapted from theory of Lyman (1981), Lozanov (1975) and Brown (2001).

Construct validity concerns with the theory applied in the items. The researcher examines it by reffering to the theories of perception towards speaking and the modified TPS based on suggestopedia. It is adapted from theory of Lyman (1981), Lozanov (1975) and Brown (2001). It means that the test measures certain aspects based on the indicator. In addition, in analyzing questionnaire validity, the items are correlated to their constructs. It combines 10 questions about perceptions of the modified TPS and perceptions of aspects of speaking.

3.7. Reliability

The degree to which a test delivers consistent, accurate findings when conducted under similar conditions is commonly regarded as reliability. Whatever the types of data collected, they should be reliable (Hatch & Lazaraton, 1991).

3.7.1. Reliability of Speaking test

The test employed as the instrument in this research is a subjective test with an instruction and the researcher measures the reliability by using inter-rater. The inter-rater measurement is used by the researcher to determine the consistency. This is computed through pearson product moment correlation in SPSS. The inter-rater correlation is described below :

Tables 3.5. Inter-rater Correlation

Inter-rater Correlation of The Pre-test in The Experimental Class

		R1	R2
R1	Pearson Correlation	1	.966**
	Sig. (2-tailed)		.000
	N	33	33
R2	Pearson Correlation	.966**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Inter-rater Correlation of The Post-test in The Experimental Class

		R1	R2
R1	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
	N	33	33
R2	Pearson Correlation	.979**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Inter-rater Correlation of The Pre-test in The Control Class

		R1	R2
R1	Pearson Correlation	1	.966**
	Sig. (2-tailed)		.000
	N	33	33
R2	Pearson Correlation	.966**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Inter-rater Correlation of The Post-test in The Control Class

		R1	R2
R1	Pearson Correlation	1	.979[**]
	Sig. (2-tailed)		.000
	N	33	33
R2	Pearson Correlation	.979[**]	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

From the four tables above, it could be seen that respectively the value of pearson correlations are 0.966 of the pre-test in the experimental class, 0.979 of the post-test in the experimental class, 0.966 of the pre-test in the control class, and 0.979 of the post-test in the control class. They are at the significant level of 0.000 which is lower than 0.05. It means that there is a correlation between the score of rater 1 and rater 2. Setiyadi (2018) reveals the degree of correlation interpreted by the value of r as elaborated below :

Table 3.6. Interpretation of r

Value of r	Interpretation
0.00 – 0.20	Very low
0.21 - 0.40	Low
0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very high

All the correlation values are in the stage of very high. In conclusion, the scores of rater 1 and rater 2 are correlated. So, it can be said that the speaking test used in this research is reliable.

3.7.2. Reliability of Questionnaire

Cronbach's Alpha is used in this research to measure the internal consistency reliability of the questionnaire. The alpha coefficient ranges between 0 until 1. The formula of alpha reliability is presented below :

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma\sigma_t 2}{\sigma_{t^2}}\right)$$

Notes :

r_{11}	= Alpha reliability coefficient
n	= Number of items
$\Sigma\sigma_t^2$	= Number of item variants
σ_t^2	= Total variants

For each question in the scale can be checked out by seeing the values. According to Nunnally, cited in Henson (2001), the level of reliability test can be seen clearly in table below :

Table 3.7. Level of Interpretability of Reliability Test

Coefficient of reliability	Interpretation
$\alpha < 0.5$	Unacceptable
$0.5 \le \alpha < 0.6$	Poor
$0.6 \le \alpha < 0.7$	Acceptable
$0.7 \le \alpha < 0.9$	Good
$\alpha \ge 0.9$	Excellent

The interpretation of reliability is based on the criteria developed by Guilford in Ardani,et al (2020) :

Table 3.8. Interpretation of Reliability

r11	Interpretation of Reliability
0.80 to 1.00	Very High
0.60 to 0.80	High
0.40 to 0.60	Intermediate
0.20 to 0.40	Low
< 0.20	Very Low

The reliability of questionnaire in this research is calculated by using SPSS to ease the process of finding Cronbach's Alpha. The result is below:

Table 3.9. Reliability of Questionnaire in The Experimental Class

Cronbach's Alpha	N of Items
.908	10

According to Wiratna in Erawati, et al. (2021), a measurement is called reliable, if it can give the same or nearly the same results if the measurement is carried out repeatedly. The basis for decision making in the reliability test is as follows:

➢ If the cronbach's Alpha value is> 0.6 then the questionnaire is declared reliable or consistent

➢ If the cronbach's Alpha value is <0.6, the questionnaire is declared unreliable or inconsistent

It is clearly seen from the above table that the Cronbach's Alpha of Questionnaire test is 0.908 which means that it is more than 0.6. Based on the Guilford's theory above, the degree of cronbach's alpha is very high. So, it can be concluded that the test is reliable.

In relation with the inter-rater, the first rater is the researcher herself, a master degree student of English Department in University of Lampung. While the second rater is an English teacher of SMK N 3 Bandar Lampung. Thus, the researcher believes that the scores that appear are valid and reliable.

3.8. Data Analysis

To analyze the gained data, the researcher treats the data through the following steps :

1. Scoring the data of speaking test and questionnaire responses.

The result of pre-test and post-test of speaking tests and questionnaire responses are scored.

2.   Analyzing the questionnaire responses of the modified think-pair-share based on suggestopedia principles.

To make ststistical analysis easier, the items on the questionnaire are scored. The numerical scores are provided for the elements of Likert-specific questionnaires (strongly disagree = 1, disagree =2, neutral=3, agree=4, and strongly agree=5).

Table 3.10. Likert Scale Formula

Item	Score	Meaning	Range
10	1	Strongly Disagree	1.00 - 1.08
	2	Disagree	1.81 - 2.4
	3	Neutral	2.5 - 3.40
	4	Agree	3.41 - 4.20
	5	Strongly Agree	4.21 – 5.00

3. Making a correlation between the students' speaking achievement from the post-test and the students' perception from the questionnaire.

It is done by focusing in the modified think-pair-share based on suggestopedia in experimental class.

4. Interpreting, describing and drawing conclusion

The scores of the pre-test and post-test are statistically analyzed. Those are computed through the Statistical Package for Social Science (SPSS) and Microsoft Excel. The result of the experimental class and control class are processed by using Independent Samples T-Test to answer RQ (Research Question) 1. For RQ 2, the result of the questionnaire is measured manually through Microsoft Excel to know the perception of the students. For RQ 3, the researcher uses Pearson Product Moment Correlation by SPSS. All are then interpreted, described and drawn into conclusion.

3.9. Hypotheses Testing

Hypotheses testing is a way for determining whether or not the hypotheses proposed in a research are accepted. The followings are the hypotheses of this current research :

1. There is a significant difference in the students' speaking achievements between 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. Independent Samples T-Test is used to test the hypothesis with a significant level of $p < 0.05$. As a result, the hypothesis will be accepted if there is a significant difference in students' speaking achievements after being taught through the modified TPS based on suggestopedia and through the original TPS (H_1), and rejected if there is no difference in their achievement after being taught through the modified and the original of think-pair-share (H_0)

2. Students have positive perception towards the implementation of the modified think-pair-share based on suggestopedia.

The researcher calculates the result of the questionnaire manually via Microsoft Excel 2010 to test the hypothesis. If the students' responses have positive perception towards the implementation of the modified TPS, the hypothesis will be accepted (H_1). If any of the responses have no positive perception in the implementation of the modified TPS, the hypothesis will be rejected (H_0).

3. There is a positive correlation between the students' perception and the students' speaking achievement.

The researcher analyzes the score of speaking (post-test) of the modified TPS, and the score of questionnaire responses through Pearson Product Moment Correlation through SPSS in order to know the correlation between the students' perception

and the students' speaking achievement. If the correlation of the students' perception and the students' speaking achievement is positive, the hypothesis will be accepted (H_1). And it will be rejected if vice versa (H_0).

Those are the hypotheses by the researcher to be assumed as the answers of the research questions. As a whole, this chapter elaborates the methods used in this research. Those are the explanations of this chapter which are concerned in research design, subjects, data collecting technique, research procedure, instrument, validity, reliability, data analysis, and hypotheses testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is the last part which presents the conclusions of the research findings and suggestions for teacher and further researchers.

5.1. Conclusions

Dealing with the findings and discussions of the current research, the conclusions are jotted down as follows :

1. The students go through the learning process with the modified TPS in the experimental class and the original TPS in the control class. The integration of the two methods, i.e. think-pair-share and suggestopedia, brings positive impact in enhancing students' speaking achievement, especially in the experimental class. In the control class, the technique of original TPS increases the students' achievement in speaking skill. In the experimental class, the modified TPS based on suggestopedia successfully enhances the students' speaking achievement more than through the original TPS. It ststistically proves that there is a significant difference in students' speaking achievement of the students who are taught through the modified think-pair-share based on suggestopedia principles and those who are taught through the original think-pair-share. But, the modified TPS based on suggestopedia results better than the original TPS. The chosen principles of suggestopedia cover the weakness of TPS. Moreover, the students in the experimental class become happy, focused and

confident in following the learning activity. They put off their anxiety, fear and embarrassement. They absorb the materials quickly, especially in speaking. Finally, they increase their achievement of speaking ability.

2. Based on the questionnaire answers, it reveals that the students' perception on the implementation of the modified think-pair-share based on suggestopedia principles (in the experimental class) shows a positive category. It is because they accept the applied method that makes them relaxed, happy and full of confident. The positive mind makes them easy to learn the materials. Suggestopedia covers the weakness of think-pair-share where the students do not focus when they speak to their pair. The three principles of suggestopedia remove the barriers that they have, which are critical logical, intuitive-affective, and ethical barriers. In conclusion, the method of suggestopedia successfully releases the students' tension, anxiety and embarrassement, then made them relaxed, focused and eager to join the learning activity. At the end, suggestopedia accelerates the process of absorption of materials when learning English, especially in speaking.

3. The correlation of students' perception towards the implementation of the modified think-pair-share based on suggestopedia and the students' speaking achievement is highly positive. It means that having a positive perception on the implementation of the modified think-pair-share based on suggestopedia can improve the students' speaking achievement. The learning activity in the experimental class, especially when the students play the game, makes the students fun and happy, so that it makes their perception about English change from 'difficult' to 'pleased'. By having

the positive perception, the achievement gets better. The better the perception that the students have on the implementation of the method, the better the achievement that they result.

Those are the conclusions in agreement with the formulation of the research questions of this research.

5.2. Suggestions

The following suggestions are intended for teachers and further researchers concerning with the teaching and learning English language.

1. There are several benefits in implementing this new method at class. For teachers, several suggestions are given by the researcher.

   a.) Teachers must apply this modified method in a class. That is a very good choice to break down the awkward atmosphere at class and increase students' speaking achievement. Since think-pair-share deals with the sharing session and suggestopedia boosts the process, a great result will be obtained.

   b.) Teachers should make a relaxed situation, so that the students want to take a part in the learning activity without any force. By releasing the barriers, such as tension, anxiety and embarrassement, it will accelerate their process of learning. Focused, happiness and joy really help the students in absorbing the material.

   c.) Teachers should adjust the general conditions in Indonesian classes with the approach of suggestopedia. As we know that suggestopedia method needs extra tools to conduct, such as : the comfortable chair, the

dim lighting, music, and pictures, while some of them are not found in the classes, teachers must be creative. Because actually, the main point of suggestopedia is the suggestion that the teachers give to the students.

2. The researcher also suggests for for further researchers, as follows :

a.) This research was conducted only in a certain condition of one of vocational high school namely SMK N 3 Bandar Lampung, so the results of the current research cannot be generalized. But, this research could be a reference for further researchers who want to conduct similar research.

b.) The further researchers may add the other principles of suggestopedia to the procedure of think-pair-share to make a greater integration.

c.) Since suggestopedia method needs extra tools to conduct, such as : the comfortable chair, the dim lighting, music, and pictures, the researchers must adjust the needs to the condition of classes, so that an increase of students' speaking ability can be achieved.

Those are the suggestions for English teachers and further researchers related to the methods applied in this current research, i.e. think-pair-share and suggestopedia. At the end, this chapter is the last chapter that closes the elaborations of the current research to be a thesis. It concludes everything from the beginning until the last.

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