DEVELOPING SPEAKING ACTIVITIES FOR LEARNERS WITH DIFFERENT LEARNING STYLES BASED ON ANTI-SUGGESTIVE BARRIERS OF SUGGESTOPEDIA

A Thesis

By

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ABSTRACT

DEVELOPING SPEAKING ACTIVITIES FOR LEARNERS WITH DIFFERENT LEARNING STYLES BASED ON ANTI-SUGGESTIVE BARRIERS OF SUGGESTOPEDIA

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Students often have difficulties in learning English due to the factors of anti-suggestive barriers in terms of critical logical, intuitive-affective, and ethical barriers and learners with different learning styles have different needs with respect to three of anti-suggestive barriers.

The current research was therefore aimed to investigate i) the students' needs of speaking activities based on their anti-suggestive barriers in terms of critical logical, intuitive-affective, and ethical barriers by learners from different learning styles, and ii) the difference of speaking improvement between the students with different learning styles after they learned speaking through the models of speaking activities developed on the basis of three anti-suggestive barriers.

The result show that the students with different learning styles have different needs in speaking activities with respect to three kinds of anti-suggestive barriers; critical logical, intuitive-affective, and ethical barriers.

The result also show that there is statistically significant improvement of the students' speaking achievement between the students with different learning styles after the implementation of learning models developed on the basis of the students' needs.

This suggests that learning activities developed on the basis of students' needs with respect to the three anti suggestive barriers lower student's difficulties and stress, but increase their interest, self-confidence, and motivation which in turn facilitate students to improve their speaking achievement.

Keywords: Students' Need *Analysis, Speaking Activities, Anti-Suggestive Barrier, Learning Styles.*

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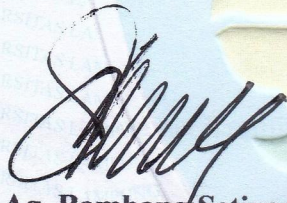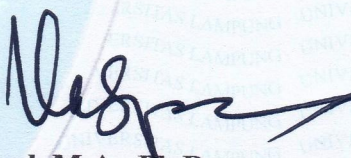|	
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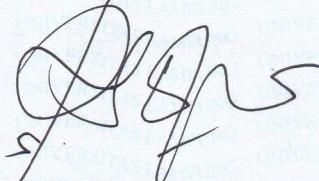**APPROVED BY**

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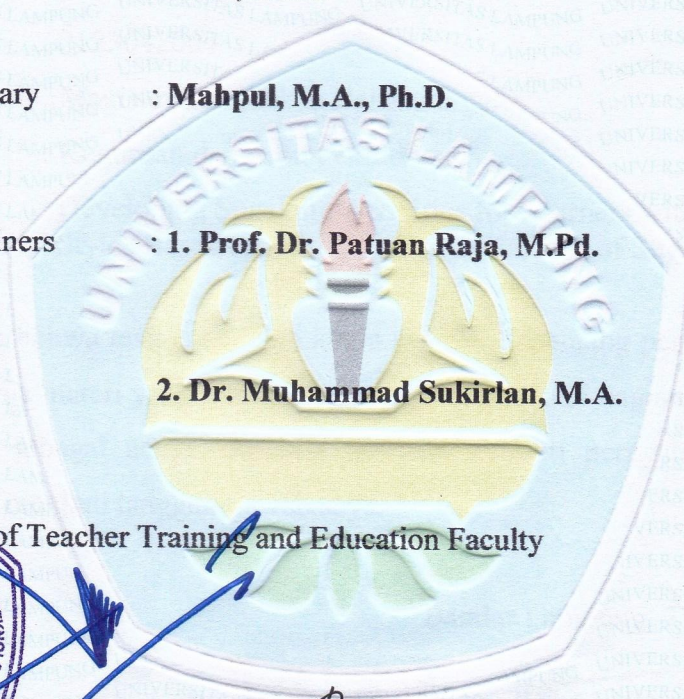
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Menyatakan bahwa tesis ini adalah karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lian, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

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Intan Dika Saputri

CURRICULUM VITAE

Intan Dika Saputri is the first child of Ahmad Mukhsin and Marsiyah. She was born on July, 23rd, 1999 in Pesawaran. She has only one brother, Muhammad Ebit Pangestu. She began her education at SD N 1 Pekondoh in 2004 and graduated in 2009. After that, she continued her studies at SMP Muhammadiyah 1 Gadingrejo and graduated in 2013. Then, she continued her studies at SMAN 1 Gadingrejo and successfully finished in 2016.

Through SNMPTN, she was accepted in English Education Study Program of the Faculty of Teacher Training and Education University of Lampung in 2016. From June to August 2019, she did KKN in Kasui, Way Kanan and she conducted PPL at SMAN 1 Kasui, Waykanan. During her study at Lampung University, she actively involved in UKM-U Bidang Seni UNILA (UKMBS UNILA). She also joined in UKM-U Koperasi Mahasiswa UNILA (KOPMA UNILA).

She continued her study at Lampung University in Master of English Education, 2021. It was really kinds of happiness in her life that seeing kinds of friends, lecturers, and many other things. Now, being a professional teacher and master of ceremony as my passion.

MOTTO

Do a change from yourself then you will be different from the others.

Be positive, Creative, and Innovative.

(Intan Dika Saputri)

DEDICATION

This thesis is fully dedicated to:

My beloved family: My Mother, My Father, My brother, My Grandmother, and My
Truly Support System (Mr. R)

My friends in Master's Degree of Study Program in English Education 2021
of Lampung University

My Almamater, Lampung University

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8. My beloved parents, Ahmad Mukhsin and Marsiyah. Thank you so much for your loves, supports, prayers, attention, respect, spirit, and everything that they give to me until this time. I will make you proud of me no matter what happen. I love you.

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10. My Grandmother. Thank you for the attention, support, prayers, and loves. I love you.

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 7th September 2023

Intan Dika Saputri

CONTENTS

I. INTRODUCTION

II. LITERATURE REVIEW

III. METHODS .

TABLES

FIGURES

1. INTRODUCTION

This chapter discusses of background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

Speaking is one of the productive and expressive languages used to communicate directly or face to face with other parties for certain purposes (Darmuki & Hariyadi, 2019). Speaking is a set of abilities to express ideas, feelings, or thoughts adequately and accurately (Kurniati & Ervina, 2019). Speaking is a way for people or someone or human to express opinion or convey messages. Students can communicate their ideas and maintain good relations with others (Nuryanto et al, 2018)

Relating to the concept of speaking above, it is related to Nugroho's (2015) assumption that teaching English to young learners increased but it has difficulty for Indonesian students to speak in English because they lack of practicing this skill. In addition, not only to young learners but most of students in senior high school have low capability in oral communication or speaking although they have studied English for three years when they were in Junior High School.

It is in line with case from Amoah & Yeboah (2021) state that speaking is typically one of the hardest abilities for language learners to be mastered. Moreover, Munawi and Khafrawi (2022) also note that there are numerous issues that can arise when speaking. The pupil will not always be right while learning

English. Someone will experience difficulties or make errors when writing or speaking. Speaking has four issues: inhabitation, having nothing to say, low or uneven participation, and using one's mother tongue. In short, students are studying English struggle to communicate fluently because they are afraid to make mistakes.

Based on some surveys in students' speaking problem that related to the statement above, mostly the students also mentioned that they do not know what and how to express their feeling and idea. Unfortunately, either in the classroom or outside the classroom, students often neglect English practice. They only have a little amount of time in the classroom to practice English and tend to practice their mother tongue (Indonesia) outside the classroom so their English practice is inadequate (Aprilia, et al., 2022). In order to overcome the problem above, it is necessary to apply different methods and techniques to the students (Kumar et al., 2022).

Additionally, it is also supported by Macalister and Nation (2010), needs analysis is directed mainly at the goals and content in teaching and learning process. Needs analysis makes sure that the teaching and learning process contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding the answers in the most effective way. Hutchinson and Waters (1987) in Macalister and Nation (2010) states that divide needs into *target needs*, e.g. what the learner need to do in the target *situation and learning needs* e.g. what the learner needs to do in order to learn. Each classification of students' need; interest, motivation, and learning styles have its meaning depending on its needed.

Relating to the students' speaking problem above, Lozanov (1982) stated that learning is a matter of attitude, not aptitude. Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, color, music,

etc., a positive expectation of success and the use of a varied range of methods: dramatized texts, music, active participation in songs and games, and gymnastic exercises). It is also supported by Zaid (2014) stated that the educational tenets of suggestopedia are practical enough that virtually most teachers can master them in practice. An ideal teacher can guide his students to enable themselves to practice suggestopedia to the good of their own self-directed learning. In short, by using the tenets of suggestopedia, language teachers simply apply the laws of nature which dictate that once freed from stress and worry, individuals can learn better and more effectively and music can do that.

Generally, every single person in a world, they have anti-suggestive Baudouin s. They have to assured if they have it, they have to remove them in order to open the access of the suggestion. Lozanov (1982) in Setiyadi (2006) said that the suggestopedia is consisting of three anti-suggestive barriers, they are; a) critical logical, it means this barrier rejects suggestion through reasoning. If the learners think that it is possible to learn a foreign language as Lozanov believes, the possibility to be successful learners is very slim the barrier is conscious critical thinking. b) intuitive-affective barrier, it means 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 lose their confidence or self-esteem, they are likely not to reach the success in learning. c) ethical barrier, it means the learner 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. It can be concluded that every single person either male or female already had anti-suggestive barrier especially for students. In short, we need to minimalize our prior automatic patterns and to open the access to great potential and mental reserve.

Based on some finding of researches that related to the statement above, the first research is focused on the suggestopedia based teaching model using authentic themes taken from students' actual experiences were more relevant to the students' conditions, needs, interests, and abilities. As a result, the learning was more interesting and meaningful. Consequently, this learning environment encouraged students to learn and improve their skills, which resulted in the higher in the experimental group. The finding was in line with other studies conducted by Trianto (2005) who reported that teaching models developed as a form of innovative learning could increase the targeted skills and potentials. Consequently, besides increasing the storytelling skill, this teaching model also improving self-confidence, which according to Muijs and David Reynold (2008:226) contributes to the students'.

Deswarni and Seyiawati (2017) also supported by showing her finding is made a significant influence of collaborative suggestopedia and audio visual media toward students' speaking ability. Suggestopedia method which builds students' imagination through audio visual aid to practice some language games in order to apply the patterns of a new language form. Suggestopedia methods in teaching learning process is facilitated in a pleasant, comfortable environment. It is more effective when the suggestopedia method combined with audio visual media in teaching speaking. In short, the students feel more confident to speak and they will learn speaking English be better.

Relating to the statement above, it seems important to take an action by the teachers as an agent of change in education to rise up and teach the students especially in speaking based on the students' learning styles. In short, the researcher brings out the idea of the infantilization principle of suggestopedia. To realize that students' more interesting, feeling relax, increase their speaking , and more motivated to learn English during the class, the researcher will teach speaking

through infantilization principle of suggestopedia based on different students' learning style.

Naturally, Lozanov identified some principal theoretical elements in Suggestopedia as authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passiveness. It is related to the research by Ann, (1975) focused on the Infantilization of the student is increased as the authority of the teacher increases with the aim of reestablishing a child's curiosity and ability to memorize new information and gaining the self-confidence, spontaneity, and the receptivity of a child, utilizing techniques of role-playing, games, songs, and exercises. It is also supported by Jia (2017), 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 the students who seems like a piece of white paper when coming to new fields of knowledge.

Teachers seize the psychological characteristics and cognitive bases of students; then they design corresponding teaching plans and play suitable roles like parent to accomplish their infantilization. In terms of learners，they are required to play the child role taking part in role playing，songs，games and gymnastic exercises that help the older student regain the self-confidence，spontaneity and receptivity of the child（Bancroft，1972). Learners' infantilization is more conspicuous in Suggestopedia, but both aspects 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. Playing a role as parent is what the teacher should keep in mind. Just as Lozanov proposed, teachers can accomplish Infantilization by encouraging students to take part in role playing，songs，games and gymnastic exercises. It needs more energy, time, and patience for the teacher，but the feedback is excellent. On the one hand，teachers in this way can improve

their appetency,   building up the harmony and echo-ing each other,   and achieving good relationship between students. On the other hand, it can promote the development of students confidence and expressiveness.

Furthermore, how students learn and how teachers teach, and how they connect with each other, are affected by their various styles of learning. There is a different and consistent way of perceiving, organizing, and maintaining each learner. Learning style is used as a measure of how learners view the learning environment, how to communicate, and how they react. This is because educator must consider learning styles and learning strategies in selecting and designing learning activities and also materials to optimal the students' achievement (Albeta, et.al, 2021 in Aprilia (2022)).

Additionally, according to Zaid (2014), language curriculum should be designed and developed based on needs analyses and the recognition of learning styles of the various language learners. Learning style is one of the important factors of which influence students' successful in learning certain subjects. Learning style also is a way of students in absorbing and understanding the information or idea. In short, it could be said that learning style is the preference ways in learning. It is in line with Brown (2000) in Wahab and Nuraeni (2020) learning styles as the manner in which individuals perceive and process information in learning situation. He argues that learning style preference is one aspects of learning and refers to the choice of one learning situation or condition over another.

The most important thing to be concerned in teaching that all students are very unique and each of them have their own learning style, as a teacher we should keep in our mind that there is no better or worse or wrong and right in learning styles, so that every person will enjoy with one learning style or some people will mix their learning style in doing or absorb some information. Also supported by

Torre (2013) the teacher could be able to understand the students' learning style to evaluate the students' individual preference. Learning style is owned by humans in absorbing, organizing, and processing information received. So that, by realizing this point, someone will be easier in thinking learning process.

Reflecting to the statements above, it is also supported by Syaifurahman and Ujiati (2013) said that the most effective key to make teaching and learning effective and success is by knowing students' learning styles as an important approach in teaching English as a foreign language in Indonesia, so it is still difficult to be mastered by the students to learn. While Dunn (1994) also said that learning style is the way in which each learner begins to concrete on, process and retains new and difficult information. In short, to ensure learning objectives is running well and evaluate the students' learning style is needed for the teacher in teaching-learning process Torre (2013).

Many other experts categorize learning styles based on the cognitive preference, intelligence preference, and sensory preferences. Hence, there are three types in learning styles based on the sensory preferences that are visual, auditory, and kinesthetic (Deporter and Henacki, 2000 in Arjulayana 2018). In detail, visual learner more focus on their ability in looking, means concrete things should be able to show with the learners in understanding information process. Auditory learners have ability in reserving the information through hearing, they need someone instruction to do something and able to imagine something better after listening the information. While kinesthetic learner has a unique way to learn is moving process, work, and touch or sense activity. So that, some learners have their own learning styles to address the lessons presented in a coherent way.

Additionally, according to Novi and Lailatun, (2019) the result showed that the students as a visual learner said that she likes to listen to English music and watch English movies. She told the researcher that she can learn better and faster from listening and watching movies. This technique also improved her English skill especially in speaking and listening. She earned new vocabularies, got familiar with various English accents, and knew how to pronounce words correctly. She also argued that it is not difficult in understanding the lesson through the media given by the teachers because she was quite familiar with technology or media that used in class especially power point.

It also supported by Ikawati, (2017) stated that auditory learners will be happiest communicating their ideas verbally. They learn through listening to what others have to say and talking about what they're learning. They're also more likely to remember information by talking aloud, need to have things explained orally, may have trouble with written instructions, talk to themselves while learning something new, and enjoy discussion groups over working alone. Auditory learners may also feel more at ease expressing their ideas into a tape recorder or flip-cam.

Besides that the kinesthetic learners will enjoy working in groups. Kinesthetic learners can also be supported by allowing them to use models and objects to describe their ideas. Games can be utilized to support their understanding of materials. Kinesthetic learners will also enjoy reading books with strong plots. It is in line with Sarabdeen, (2013) in her research under the title learning styles and training methods stated that visual learners prefer to see, so the learning should be organized through power points, videos animations and websites whereas aural learners who prefer to hear, the learning should comprise of videos, animations, audios, power points, stories, case studies and peer reviews. While the kinesthetic or tactile learners learn through experience. Learning strategies should focus on introducing more activities like online quizzes, projects, demos, role-play and data analysis.

It is related to the research by Zaid (2014) conducted his research of which related to the previous research above, with the title of the research is suggestopedia in ELT in Saudi Arabia: Implications for Pedagogy that is focused on the theoretical study is a quick guide as to how to gear English language curriculums to be based on the pedagogical principles of Suggestopedia. Additionally, as the result, suggestopedia is one of methods that can be used by ELT teachers to cultivate students' motivation, to increase students' memorizing ability and to improve their listening and speaking capacity by helping students overcome a variety of potential psychological barriers that they might have before coming to a classroom and affect their studying negatively.

Jia, (2017) also supported by conducted the research under the title of principles and teaching application of suggestopedia's 6 technical characteristics that is focused on the Analyzing these aspects based on each characteristic makes contributions to helping the teacher have a better command of Suggestopedia and accomplish an optimal teaching effect with varied forms of Suggestopedia methods concretely.

Referring to the previous researches above, the researcher will conduct a research study under the title "Developing Speaking Activities for Learners with Different Learning Styles Based on Anti-Suggestive Barriers of Suggestopedia". Hopefully, this research could give some contributions for teaching and learning process on the students' motivation in learning English especially in speaking.

1.2 Formulation of the Problem

Based on the background, the researcher formulated the research problems as followed:

1. What are the students' need on the anti-suggestive barriers in terms of critical-logical, intuitive-affective, and ethical barrier?

2. Was there any statistically significant difference of speaking achievement between the students with different learning styles?

1.3 Objective of the Research

In relation to the formulation of the problems, the objectives of the research are:

1. To find out what are the students' need on the anti suggestive barrier in terms of critical-logical, intuitive-affective, and ethical barrier.

2. To investigate whether there is any statistically significant difference of speaking achievement between the students with different learning styles.

1.4. Uses of the Research

1. Theoretically, it can support the theory that infantilization principle of suggestopedia in different students' learning styles to motivate them in teaching and learning English especially on their speaking.

2. Practically, it can be an input in empowering the teachers of English subject in supporting the students' learning styles' to motivate them in teaching and learning English especially on their speaking.

1.5. Scope of the Research

In this research, exploratory research used in qualitatively and quantitatively. Firstly, the researcher used qualitative research by giving some statement on questionnaire session in order to find out what are the students' need on the anti suggestive barrier in terms of critical-logical, intuitive-affective, and ethical

barrier. Secondly, the quantitative research used to investigate whether there is any statistically significant difference of speaking achievement between the students with different learning styles.

In line with the statement above, the purposive sampling used in this research, it means based on the student's problem on the institute; they have lack of motivation to learn English because they get bored and tired in every single activities on boarding school actually and the teacher does not use optimally the suitable learning style of the students in teaching and learning process, they are as the first grade of Senior High School Darul Huffazh Lampung. The teacher was not optimally the students' learning styles: visual, auditory, and kinesthetic learners in arranging the strategies to speaking class. The students expected to be able to comprehend all the aspects of speaking such as Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

1.6. Definition of Terms

This section discusses about there are terms needed to be defined in order to avoid misunderstanding and ambiguity, namely:

1. **Speaking** is oral communication which happens between at least two people, those are speaker and listener. It is used to deliver or express their idea, message, information, or opinion.

2. **Suggestopedia** is a method in teaching English for relaxing and motivating the students in learning process.

3. **Infantilization** is a principle of suggestopedia that is focused on the reestablishing a learner curiosity and ability to memorize new information and gaining the self-confidence, spontaneity, and the receptivity of a learner.

4. **Learning style** is as a collection of variables, behaviors, and attitudes that improve learning in any situation.

5. **Need Analysis** is directed mainly at the goals and content in teaching and learning process.

6. **Anti-Suggestive Barriers** is a filter between the environmental stimuli and the unconscious mental activity. They are inter-related and mutually reinforcing and a positive suggestive effect can only be accomplished if these barriers are kept in mind.

7. **Speaking Activities** is a specific action, operation that must be executed in a standard (same) way to always result in the same outcome of the same state. The teaching processes include: opening, while teaching and post teaching.

Reflecting to this section, it discusses of background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

II.   LITERATURE REVIEW

This chapter discusses several theories that related to this research. It consists of speaking, suggestopedia, Infantilization principle of suggestopedia, students' learning styles, previous study, teaching speaking through infantilization principle of suggestopedia based on different learning style, advantages and disadvantages teaching speaking through infantilization principle of suggestopedia based on different students' learning style, theoretical assumption, and hypothesis.

2.1. Speaking

Speaking skill is one of the productive and expressive language skills used to communicate directly or face to face with other parties for certain purposes (Darmuki and Hariyadi, 2019). Speaking skills are a set of abilities to express ideas, feelings, or thoughts adequately and accurately (Kurniati and Ervina, 2019). Speaking skill also is a way for people or someone or human to express opinion or conveying messages according to the needs of his/her listeners. Students can communicate their ideas and maintain good relations with others (Nuryanto, et., al 2018). The main purpose of speaking skills is to communicate. While speaking, in general, has a purpose of informing, entertaining, and persuading (Saddhono and Slamet, 2017). In other words, it has a function of speaking is to communicate our ideas of feelings with others – an important role in communication – through speaking someone can freely express their thoughts, feelings and opinions.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols (Chaney, 1998:13 in Kayi, 2006). Speaking is a crucial

part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use their own languages.

Cameron (2001: 40) in Ilham et.al (2019) says that speaking is the active use of language to express meanings so that other people can make sense of them. In this case, speaking is a complex skill that involves the knowledge of sounds, structures, and vocabulary and culture subsystems of language. It means that speaking is the productive skill in using the language. So, speaking is an activity to produce the language to communicate among others in a group, society as a manifestation of one's language competence.

On the other hands, speaking is one of the basic competencies which should be mastered by students in the process of learning English as a foreign language. It is also stated by Hanifah (2018) who said that speaking competency is important to be learned by students. Then, it can be concluded that speaking is not only about the tools for conducting communication, but also it allows students to show their supporting competency in speaking especially.

Referring to the statement above, speaking is a language, language is essentially speech, and speech is basically communication by sounds. It can be said speaking skill or ability is the capability to other the articulation to express, to state or deliver though, opinion and wish to the other person. From some definitions above, the researcher can conclude that speaking is one of skill of language which has essential role in human interaction and communication. When humans communicate by means of spoken language or speaking, they can express meanings that are conveyed through sounds. That is why speaking ability is an important process of English learning.

2.2. Suggestopedia

Lozanov (1982: 148) in Setiyadi (2006) illustrated how suggestopedia can be applied in teaching and learning process – for example in process of reading article from others source, when we read something we can aware not aware of the many unconscious component which constitute the activity, the letters and the words which we happen to be reading. Supported the previous statement, there are two kinds of suggestions they are direct and indirect suggestions. It means, it can work optimally to help the students' problem if all the principles are collaborated each other at the same time.

In short, to realize that students' feel more interesting, feeling relax, increase their speaking, and more motivated to learn English during the class, the researcher developed speaking activities through suggestopedia. Generally, every single person in a world, they have anti-suggestive barriers. They have to assured if they have it, they have to remove them in order to open the access of the suggestion.

The underlying purpose here is to protect the personality against any harmful effects by accepting or rejecting the various suggestive mental effects (Lozanov, 1978, p. 164) as follows:

1. The Critical Logical Barrier, it rejects things that do not seem to have a well-intended logical motivation; it is built by conscious critical thinking.

2. The Intuitive-Affective Barrier, it rejects that which does not provide security and confidence; this one is unconscious.

3. The Ethical Barrier, it rejects anything that is against the ethical or moral principles of the individual. These barriers are mutually-dependent and they interact together and, therefore, it is impossible to distinct or isolate them or their effects. These barriers can also block the use of the individual's overall

potentials for learning, for they are related to one's attitude, motivation, expectancy and interest ((Lozanov, 1978, p. 126).

According to Larsen-Freeman, (2000, p. 73), Lozanov proposed that "we might be using only five to ten percent of our mental capacity". Though this is now considered a myth first spread by Wilder Penfield, an American neurosurgeon, about the time of Lozano, it was then strongly believed that this was true that people use from five to ten percent of their brain potentials while the rest stays in reserve, available but unused, like an unused RAM or free disc capacity on the computer. It is essential then to sidestep or avert these barriers through applying different means of suggestion. This is not to overcome or emplace something on the barriers, but to tone in the suggestions in order to do away with the negative side effects of the barriers that impede total functionality of mental capacities.

According to Lozanov (1978, p.170), the more a suggestion harmonizes with the logical requirements of the personality...the quicker and easier is the suggestion realized. In actual fact, the overcoming of barriers signifies harmonization with the barriers. Once the barriers are properly bypassed or avoided, the reserves of the mental potentials can be utilized, bringing forth hypermnesia - uninhibited communicative competence. The suggestive factors that can bypass and avert these barriers as well as stimulate mental capacities are significant to activating suggestopedia.

However, these factors are grounded in sub-conscious relationships between the learners, the learning process and the teachers. These factors focus on those tricks and techniques, which create an appropriate emotional environment likely to increase receptiveness to the content of learning in an anxiety free situation (Lozanov, 1978). Thus, the whole individual can develop all his/her capacities,

all his/her creativity, based on a global approach which considers the learning individual as a total being, thereby considering the conscious and the non-conscious, the logical and the affective, the emotional and the rational, the physical and the intellectual (Lozanov, 1978).

Suggestopedia uses some uncommon methods of presenting learning content and material to accelerate and enhance classroom learning. Schuster and Gritton defines this method as follows: Suggestopedia uses aspects of suggestion similar to advertising and unusual styles of presenting material to accelerate classroom learning. The essence of this method is using an unusual combination of physical relaxation exercises, mental concentration and suggestive principles to strengthen a person's ego and expand his or her memory capabilities while material to be learned is presented dynamically with relaxing music (Schuster & Gritton, 1986, p. 1).

From the viewpoint of educators, it can be generalized that this method can be utilized to the advantage of practically every learner. This is possible, because it is in no respect the taking possession of one individuality by another. The simple educational tenet underlying this idea is that mental and bodily relaxation induced by music together with perseverance and regularity can be conducive to improved academic: "The only requisites are the of a few elementary exercises, a moment of muscular and mental relaxation, in conjunction with perseverance and regularity" Baudouin (1921) p. 8 in Zaid (2014) The educational tenets of suggestopedia are practical enough that virtually most teachers can master them in practice.

An ideal teacher can guide his/her students to enable themselves to practice suggestopedia to the good of their own self-directed learning. By using the tenets

of suggestopedia, language teachers simply apply the laws of nature which dictate that once freed from stress and worry, individuals can learn better and more effectively and music can do that. Language curriculum should be designed and developed based on needs analyses and the recognition of learning styles of the various language learners.

The use of suggestion/desuggestion techniques implied in this method should therefore address the teaching of thinking as a skill; all learning/teaching materials should be frameworked by thinking. That is why they call thinking the fifth skill after listening, speaking, reading and writing. In this way, thinking should be introduced as a process for developing the relevant language skills. It should also be taught within the broad scope and sequence of the language curriculum in whole. Finally, teaching thinking should be emphasized as a problem-solving skill that each student should master.

Predictably, research has illustrated that students appear to achieve optimally and with greater success when they are listening and thinking, when their teacher challenges their intellect (Tama, 1986 in Zaid 2014). By dint of relaxation, students can learn (a) to be competitive; (b) to enjoy attending classroom sessions; (c) and to retain a greater amount of information. And further, by dint of voluntary attention, students become aware of the context of frame being used to process information and develop a higher level of control of the information. The information will help the students establish a certain goal, predict and plan ahead, and express themselves through reasoning and projection. In short, there is nothing magical about suggestopedia - it simply promotes learning. Therefore, the ability to perceive how suggestive principles operate in the domain of bilingual education can be trained on, and experimented with in the language classroom.

2.3. Infantilization Principle of Suggesstopedia

Lozanov (2005) identified some principal theoretical elements in Suggestopedia as authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passiveness. He is obsorbing the wonderful world of the fairytales. This world brings him a vast amount of information and the child grabs it easily and personality. Through infantilization, self-confidence is built when the teacher acts as a child-parent relation.

Related to some principles of suggestopedia, one of them is infantilization principle refers to the child's role that learner takes part in role playing, games, songs, and gymnastic exercises that help "the older student regain the self-confidence, spontaneity and receptivity of the child. The infantilization principle refers to the teacher and students should have relation like parent to child to build their self-confidence the teachers make a game for students like role playing, games.

It is in line with the research by Ann (1975) which focuses on the Infantilization of the student is increased as the authority of the teacher increases with the aim of reestablishing a child's curiosity and ability to memorize new information and gaining the self-confidence, spontaneity, and the receptivity of a child, utilizing techniques of role-playing, games, songs, and exercises.

Related to the previous statement, the utilizing techniques, there some strengths and weaknesses of it, for the first of role-playing, the present study by Krebt (2018) confirms that role play techniques provide a kind of interesting environment for the students to flourish in. In role-play techniques, students take a new identity and learn to use a FL for every day interaction. Besides that, it would take a long time to well prepare. While in games by Kadek and Purnami (2019), all of the students participate actively during the activities because the

students have the same chance to speak. Second, this game can improve their speaking ability because it requires the students' innovative. Third, they will be motivated to speak because by this game the teacher can create comfortable atmosphere where students feel relax and are not under pressure to speak. They can enjoy the process and are eager to speak.

Besides that, extra concentration will be needed. Wijaya (2018) states that using songs in teaching can give benefit to develop students' speaking ability. Thus, the facilitator is suggested to apply media songs in the English teaching and learning process. Besides that, extra concentration will be needed.

It is also supported by Jia (2017), 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 the students who seems like a piece of white paper when coming to new fields of knowledge.

Teachers seize the psychological characteristics and cognitive bases of students; then they design corresponding teaching plans and play suitable roles like parent to accomplish their infantilization. In terms of learners， they are required to play the child role taking part in role playing， songs， games and gymnastic exercises that help the older student regain the self-confidence， spontaneity and receptivity of the child（Bancroft， 1972). Learners infantilization is more conspicuous in Suggestopedia, but both aspects make contributions to optimization of learning together.

Relating to the statement above, it is in line with Krebt (2017) said that on his research, role play techniques provide a kind of interesting environment for the students to flourish in. Such as an environment leads to better attention in

learning and stimulate them to participate in role-play techniques. In role-play techniques, students take a new identity and learn to use a FL for every day interaction. Furthermore, students' vocabulary improved in experimental group more than control group, but not significantly. Students' receptive skills enhanced but not as much as productive one. The reason for this result was that experimental group students interacted with different students based on different dialogues and different situations.

Kadek and Purnami (2019) also supported that there are many advantages that can be got by using game. First, all of the students participate actively during the activities because the students have the same chance to speak. Second, this game can improve their speaking ability because it requires the students' innovative. Third, they will be motivated to speak because by this game the teacher can create comfortable atmosphere where students feel relax and are not under pressure to speak. They can enjoy the process and are eager to speak. Besides that the using of games should be used to make the students understand in speaking and the students also can learn the lesson easily.

Therefore, teaching speaking by using songs is applicable to teaching English. It is one of the appropriate media in teaching speaking for the beginner or slow learner. Music can be an effective way to teach with ESL student when it is implemented intensively, and the use of song makes the efficacy in ESL classroom. In addition, the lecturer can use the songs to increase the students' speaking ability because this has the effectiveness for teaching speaking (Wijaya, 2018).

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. Playing a role as parent is what the teacher should

keep in mind. Just as Lozanov proposed, teachers can accomplish Infantilization by encouraging students to take a part in role playing, songs, games and gymnastic exercises. It needs more energy, time, and patience for a teacher, but the feedback is excellent.

2.4. Students' Learning Style

Brown (2000) in Wahab and Nuraeni (2020) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning, and refers to the choice of one learning situation or condition over another. Learning style is owned by humans in absorbing, organizing and processing information received. By realizing this, someone will be easier in thinking. Uncomplicated and inconsistent learning styles of students will lead to failure in the learning process. For that reason, an educator must know the learning style owned by the learner. Research conducted by Gardner found that the students' learning styles are reflected in the tendency that students have (Ariesta, 2014: 3 in Wahab and Naureni (2020)).

There are three models (types) in learning styles that are visual, auditory, and kinesthetic (Deporter and Hernacki 2000 in Wahab and Nuraeni 2020). Many other experts categorize learning styles based on cognitive preference, intelligence, and sensory preferences. Some learners have their own learning styles to address the lessons presented. They like the way the information is presented in a coherent way. During the lesson, learners like to write what educators/teachers/lecturers say. These visual learners differ from auditory learners who rely on their ability to listen. While kinesthetic learners prefer to learn by getting involved directly.

According to Nasution (2008) in Wahab and Nuraeni (2020), the learning style or "learning style" of students is the way students react and use stimulant stimuli received in the learning process. The researchers found a variety of learning styles in students that can be classified according to certain categories. Deporter and Hernacky (2006) in Wahab and Nuraeni (2020), divides learning styles into three categories, among others; 1) the visual style which refers to individuals who prefer to process science through vision, 2) the auditory prefers information through hearing, 3) kinesthetic is more preferable to obtain information through movement, practice and touch. Therefore, each learner has their own learning style so that educators can find and adapt the teaching style (DePorter, 2014: 120 in Wahab and Nuraeni (2020)).

Furthermore, how students learn and how teachers teach, and how they connect with each other, are affected by their various styles of learning. There is a different and consistent way of perceiving, organizing and maintaining each learner. Learning styles can be defined, categorized, and described as a collection of variables, behaviors, and attitudes that improve learning in any situation. This is because this learning style is used as a measure of how learners view the learning environment, how to communicate, and how they react. Therefore, educators must consider learning styles and learning strategies in selecting and designing learning materials to maximize student achievement (Albeta, et., al., 2021).

Moreover, Hosseini & Mehraein (2022) in Aprilia (2022). agreed that identifying and reflecting on learners' individual differences can make them aware of their strengths and weaknesses and help them to be autonomous. There are three learning styles: visual learning style (vision), auditory learning style (hearing), and kinesthetic learning style (moving, touching, and doing). Each student has all

three styles of learning with only one style usually dominating how he or she can learn. Therefore, it would be easier for the instructor to incorporate teaching habits through different strategies and methods by understanding each student's characteristics and learning styles.

2.5. Student's Need

Hutchinson and Waters (1987) in Macalister and Nation (2010) make a useful division of learners' needs into necessities (what the learner has to know to function effectively), lacks (what the learner knows and does not know already) and wants (what the learners think they need). These are discovered by a variety of means: by testing, by questioning and interviewing, by recalling previous performance, by consulting employers, teachers and others involved, by collecting data such as textbooks and manuals that the learners will have to read and analyzing them, and by investigating the situations where the learners will need to use the language. Ways of doing needs analysis can be evaluated by the same general criteria used to evaluate tests – reliability, validity and practicality.

Necessities, lacks and wants may all involve some kind of comparison or reference to lists of items which can act as the learning goals of the course. An exception to this is to base the course on what the learners request. In this case the lists are created by the learners. This is effective if the learners have very clear purposes for learning English which they are aware of. For example, a course for immigrants who have been in the country a few months could very effectively be based on a list of things that they suggest they want to be able to do in English. We will look more closely at this in the chapter on negotiated syllabuses.

Needs analysis is a kind of assessment and thus can be evaluated by considering its reliability, validity and practicality. Reliable needs analysis involves using well-thought-out, standardized tools that are applied systematically. Rather than just observing people performing tasks that learners will have to do after the course, it is better to systematize the observation by using a checklist, or by recording and apply standardized analysis procedures. The more pieces of observation and the more people who are studied, the more reliable the results. Valid needs analysis involves looking at what is relevant and important. Consideration of the type of need that is being looked at and the type of information that is being gathered is important. Before needs analysis begins it may be necessary to do a ranking activity to decide what type of need should get priority in the needs analysis investigation.

The worst decision would be to let practicality dominate by deciding to investigate what is easiest to investigate! Practical needs analysis is not expensive, does not occupy too much of the learners' and teacher's time, provides clear, easy-to-understand results and 30 Needs Analysis can easily be incorporated into the curriculum design process. There will always be a tension between reliable and valid needs analysis and practical needs analysis. A compromise is necessary but validity should always be given priority.

Macalister and Nation (2010) in Macalister and Nation (2010), needs analysis is directed mainly at the goals and content in teaching and learning process. Needs analysis makes sure that the teaching and learning process contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding the answers in the most effective way.

Hutchinson and Waters (1987) in Macalister and Nation (2010) states that divide needs into *target needs*, e.g. what the learner need to do in the target *situation and learning needs* e.g. what the learner needs to do in order to learn.

2.6. Previous Studies

Priyatmojo (2009) found in his thesis that suggestopedia is useful in the teaching vocabulary to young learners. Suggestopedia helped the students to memorize well in vocabulary. It was good thing to use suggestopedia in the teaching and learning process. Djuhariah et.al. (2012) found that suggestopedia was also a good method in the teaching of reading to the twelfth grade students. They found that the students' reading ability is improved by the applying the suggestopedia method in the teaching of reading. Meanwhile, Nopiyanti (2012) also found that suggestopedia is useful in the teaching of speaking to young learners. She found that the suggestopedia method can improve the speaking ability of young learners. From those researches, the suggestopedia method can be known as a method that useful in the teaching and learning process.

It is also supported by Zaid (2014) conducted his research of which related to the previous research above, with the title of the research is suggestopedia in ELT in Saudi Arabia: Implications for Pedagogy that is focused on the theoretical study is a quick guide as to how to gear English language curriculums to be based on the pedagogical principles of Suggestopedia. Additionally, as the result, suggestopedia is one of methods that can be used by ELT teachers to cultivate students' motivation, to increase students' memorizing ability and to improve their listening and speaking capacity by helping students overcome a variety of potential psychological barriers that they might have before coming to a classroom and affect their studying negatively.

Jia (2017) also supported by conducted the research under the title of principles and teaching application of suggestopedia's 6 technical characteristics that is focused on the Analyzing these aspects based on each characteristic makes contributions to helping the teacher have a better command of Suggestopedia and accomplish an optimal teaching effect with varied forms of Suggestopedic methods concretely.

2.7. Teaching Speaking through Infantilization Principle of Suggestopedia based on different Learning Styles

It is related to the research by Ann (1975) focused on the Infantilization of the student is increased as the authority of the teacher increases with the aim of reestablishing a child's curiosity and ability to memorize new information and gaining the self-confidence, spontaneity, and the receptivity of a child, utilizing techniques of role-playing, games, songs, and exercises.

It is also supported by Jia (2017), 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 the students who seems like a piece of white paper when coming to new fields of knowledge. In short, Through infantilization, self-confidence is built when the teacher acts as a child-parent relation.

Lozanov (2005) stated that there are four stages in suggestopedia method, those are:

a. Presentation Stage

The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. In this stage, to make the students relax, teacher arranges the students' seats in a comfortable way. At the teacher's very first contact with the students, he or she

introduces a spirit of easiness and delicacy into his or her attitude towards the group as a whole and towards each student as an individual. Instead of continuously playing in front of the students as if on a stage and before taking the decision to gradually involve them in the communication, the teacher now stimulates the students to join immediately and willingly in a common game project. The game project frees them from the boredom, demotivation, and fear of learning.

b. Concert Sessions

In this concert session, Lozanov divided it into two parts. Those are active session and passive session. The first concert (active concert) involves the active presentation of the material to be learnt. For example, the teacher will read the text being studied and the students actively following the teacher's reading. Here the teacher use some classical music and he or she reads the text in the harmony with the musical phrases. The musical compositions for the active session are emotional, with a wealth of melody and harmony in them. In this session, the students get the translation and are informed that, while the teacher is reading, they are looking at the text and the translation and only listen to the music – not to try to memorize. The teacher's behavior is solemn, as it should be when the concert is about to begin. In reading, the teacher's voice should be harmonized with the nuances of the musical phrase. The diction should be pure and distinct, every word clear-cut and phonetically well molded. The voice should be well taken up in the resonance box. The reading should be slow, and rhythmical, the breathing regular. The active session normally should not last more than 45-50 minutes.

In the second concert (passive concert), the students are now invited to relax, close their book, and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material. Brown (2007:27) stated that "during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate". It can be said that by listening to baroque music, students can feel relax and it can make them smarter because it increase alpha brain waves.

c. Elaboration

Elaboration of the material taught has actually begun at the first meeting of the teacher and the students. The first word the teacher says already open up a dialogue. For example, the teacher reminds the students in between that he or she and they are going together to prepare the material necessary for the film they plan to make. This is the systematic elaboration. The elaboration process should focus on the freedom and creativity of the students are encouraged even more than previously, all the stages of desuggestive pedagogy are unified during the elaboration through the use of reminding intonations, songs, the play, etc., the teacher continues to keep the students on the border of their linguistic knowledge. As well as facilitating spontaneous laughter and songs, the teacher purposefully puts jokes and songs into the lesson plan to help the students with the most difficult parts of the lesson.

d. Practice Stage

The practice stage is given the day after the second concert. Lozanov stated in Brown (2007: 28) stated that after the second concert the students will leave the class silently. They are not told to do any homework on the lesson they have just had except for reading it cursorily once before going to bed and again before getting up in the morning. In this stage teacher will not do something stressful for students practice. The teacher uses a range of games, puzzles, etc. to review and consolidate the learning.

Here is as an illustration at the class with use of developing developed speaking activitiesthrough infantilization principle of suggestopedia: a in terms of anti-suggestive barriers by different students' learning style on point of 2.7.1 below.

2.7.1 Developing Speaking activities through infantilization principle of suggestopedia based on different learning styles.

No.	Meeting	Target Students' 'Learning Styles	Topic	Level/Skill	Method, Technique, Media	Activities
1	First, Second, and third Meeting	Visual, Auditory, and Kinesthetic	Descriptive Text	10 SMA/Speaking	• Principle: Infantilization • Method: Suggestopedia • Techniques: Role Play • Media: Gymnastic exercises in a video, visual images, games, and instrument music.	Students are presented with some stages; presentation, concert session, elaboration, and practice. Instruction: • Students are asked to do gymnastic exercises in a video at the first. • Students are shown by visual images (some famous historical places) based on the text, guessing games related to the topic to get some prior knowledge in their silent period. • Students are played the instrument music in lower volume as a whole of activities to feel relax during the class. • Students are asked to correlate the intonation, gesture, body language, etc to make sure their understanding about the text. • Students are asked to present their result discussion by showing the a famous historical's picture of the text to the others students.

2	Last Meeting	Visual, Auditory, and Kinesthetic	Descriptive Text	10 SMA/Speaking	As an evaluation or assessment to the teacher.	• Students with their groups; visual. auditory, and kinesthetic learners' to discuss and then write an interesting topic of a famous historical place based on the topic that have discussed previously. • Students practice and perform the famous historical place that they have presented in front of the class by guessing games.

Tabel. 2.1. Developing Speaking Activities through Infantilization of Suggestopedia by different Learning Style
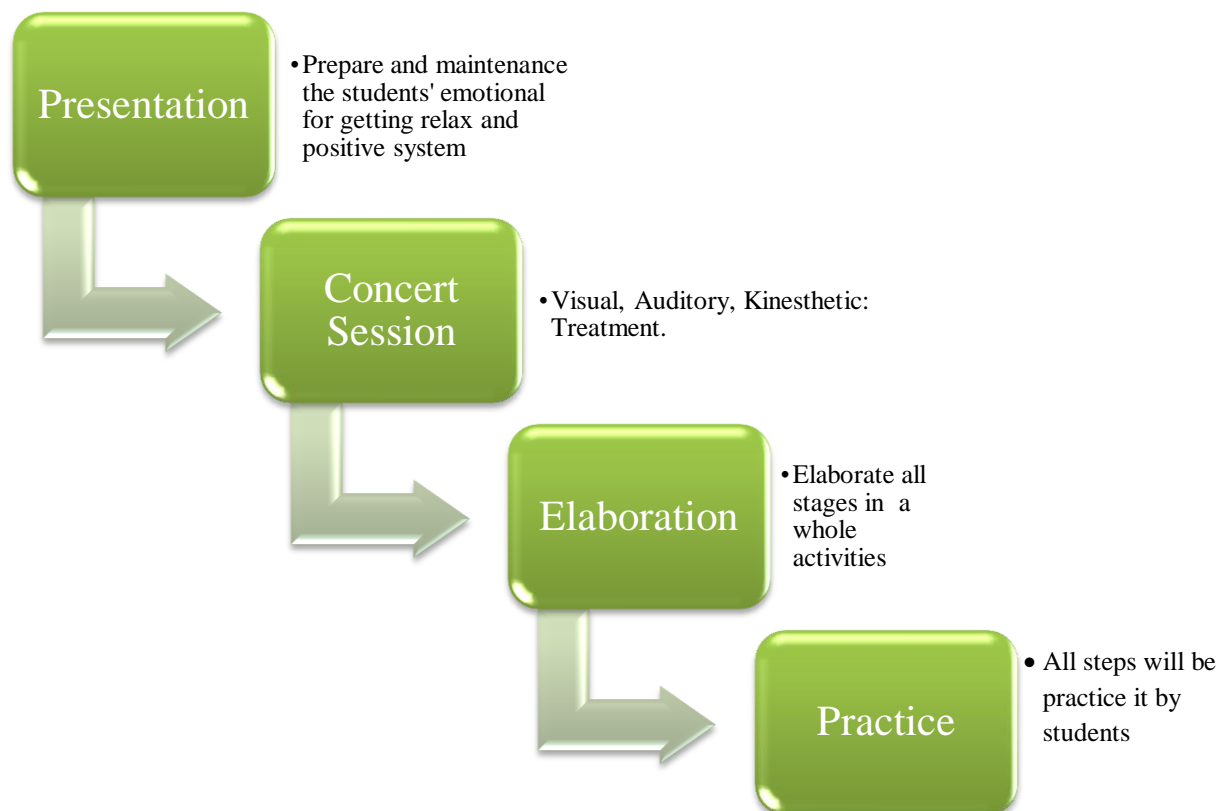
Figure 2.1. Stages in learning process through developing speaking activities

Additionally, in detail explanation of the stages are here:

Stage 1: Presentation

a. *Pre teaching-activity*

1. The teacher describes a historical place.

2. The teacher asks the students to guess the historical place of the teacher describes.

3. The teacher then shows the students the picture of the historical place.

   This section refers to a model of learning through infantilization principle of suggestopedia based on different learning styles that focused in presentation to minimize the students' critical-logical barrier. It means that do not seem to have a well-intended logical motivation; it is built by conscious critical thinking.

Stage 2 and 3: Concert session and Elaboration

b. *Whilst teaching-activity (*(**Visual, Auditory, and Kinesthetic Leaning Styles**)

1. The student chooses one of his/her an interesting historical place that really want to see and provide information of it as the following aspects:

No.	Name of an historical places	Location	Founder	Appearance	Facilities	Function
1.	....	....	....	....	....	....

2. The students work in pairs, asking to each other his/her an interesting historical place according to the information provided in the table, using the following questions:

A   : Where is the location of the place?
B   : It is.....
A   : Who is the founder of ......?
B   : The founder is ....
A   : What does it look like?
B   : It looks like a ....
A   : What sorts of facilities does the place have/provide?
B   : It has/provides ...., ..., ...
A   : What is the function of the place?
B   : The function is/are ....

3. The student describes their historical place with group:
   The location of the place is in .... the founder is .... it has .... it has function to ....
4. The students voluntarily describe his/her an interesting historical place in front of the class.

This section refers to a developing developed speaking activitiesthrough infantilization principle of suggestopedia: in terms of anti-suggestive barriers by different learning styles that focused in concert session and elaboration to minimize the students" intuitive-affective barrier. It means that which does not provide security and confidence; this one is unconscious.

Stage 4: Practice Stage

c. Post teaching-activity

1. The teacher discusses students' difficulties regarding language aspect in term: grammar, vocabulary, and pronunciation.
2. The teacher provides exercise with respect to the students' problems in terms of the three aspects.

   Vocabulary Exercise:
   After performing a historical place in front of the class, the students need to complete some statements here (at home):

   • **Please find out the new or difficult words and meaning of them that you have been found based on a historical place!**

No.	The new/difficult words	Meaning
1	e.g. Provides	e.g. Menyediakan
2	....	....
3	....	....
4	....	....
5	....	....
6	....	....
7	....	....
8	....	....
9	....	....
10	....	....

- **Please find the synonym of the difficult words you listed on table above and them into a sentence.**

No.	Synonym	Simple Sentence
1	e.g. Supply	It supplies many facilities.
2	....	....
3	....	....
4	....	....
5	....	....
6	....	....
7	....	....
8	....	....
9	....	....
10	....	....

- **Please find the antonym of the difficult words you listed on table above and them into a sentence.**

No.	Antonym	Simple Sentence
1	e.g. Refuse	The founder refuses the government's decision.
2	....	....
3	....	....
4	....	....
5	....	....

6	....	....
7	....	....
8	....	....
9	....	....
10	....	....

- **Please choose the correct answer below; A,B,C,D, or E**

1. **..............** is the founder of Merapi Mountain.
   A. 3 Serangkai
   B. Rodjer Smith
   C. Mbah Marijan
   D. Saloria
   E. Fanderick

2. Central Java is the location of ....
   A. Krakatoa Monument
   B. Toba Lake
   C. Merapi Mountain
   D. Dieng
   E. Jatim Park

3. It has some <u>facilities</u> for the guest. The closest meaning of the underline word is...
   A. recreation
   B. supply
   C. infrastructure
   D. place
   E. things

4. The <u>function</u> of the place is as the historical and recreation places. The opposite meaning of the underline word is...
   A. multifunction
   B. unfunction
   C. malfunction
   D. functional
   E. double function

5. It looks like a beautiful ....
   A. lake
   B. beach
   C. sauna
   D. green ice
   E. mountain

Grammar Exercise:

- After performing a historical place in front of the class, the students need to practice and finish all the task below in a great sentence (at home):

1. looks – mountain – like – it – a.
2. has – it – places – comfortable – some.
3. central – is – at – Java – it – located.
4. is – Marijan – founder – the – Mbah.
5. are – the – recreation - historical – function – as – and – places.

- Please choose the best answer by circling the **True** and **False** Statements below:

1. The location   of the place at Central Java.   [T/F]
2. It have some instagramble places.   [T/F]
3. It look like a building.   [T/F]
4. The founders are 3 Serangkai.   [T/F]
5. The function is as recreation and historical places.   [T/F]

Pronunciation Exercise:

The teacher provides students with a list of words retrieved from the text and the students pronounce the words after the teacher. (The sounds the students find it hard to pronounce.

No.	List of Words Retrieved From the Text	Phonetic Symbol
1	....	....
2	....	....
3	....	....
4	....	....
5	....	....
6	....	....
7	....	....
8	....	....
9	....	....
10	....	....

This section refers to a developing developed speaking activitiesthrough infantilization principle of suggestopedia: in terms of anti-suggestive barriers by different learning styles that focused in practice session to minimize the students' ethical barrier. It means that the learner will reject everything that is not in harmony with the ethical sense they have.

2.8. Advantages and Disadvantages Teaching Speaking through Infantilization Principle of Suggestopedia based on different Learning Style

In an assumption, infantilization principle of suggestopedia as a principle that to realize that students' more interesting, feeling relax, increase their speaking, and more motivated to learn English during the class. The following are the advantages and disadvantages of developing speaking activities through infantilization principle of suggestopedia: in terms of anti-suggestive barriers by different students' learning style in teaching-learning process.

2.8.1. Advantages

As for its benefits, infantilization principle of suggestopedia helps develop the whole personality of the individual in a pleasant learning environment. In other words, infantilization principle of suggestopedia has a great impact on the amount of words that an individual student can retain in a relatively short period of time. In addition, suggestion can help activate intellectual and cognitive processes by deactivating negative suggestions in a process called de-suggestion, namely:

a. The students are realized to improve their ability especially in speaking English well.

b. The students are stimulated to speak English well in front of the class after being taught through infantilization principle of suggestopedia based on different students' learning style.

c. The students are motivated to speak English well in front of the class after being taught through infantilization principle of suggestopedia based on different students' learning style

d. The students are seen usually feel free, relax, enjoy, and fun during the class after having block their anti-suggestive barrier and having a good relationship to his/her teacher like as a parent and children.

e. The students are seen more enthusiastic in speaking class; the class is set in fun and effective learning by using their learning style each other.

2.8.2. Disadvantages

    a. It needs more time, energy, and patience for a teacher.

    b. The students sometimes find the difficulties to believe and aware how to speak English well.

    c. The students sometimes find the anxieties and difficulties to the process of blocking anti-suggestive barrier spontaneously and early based on their learning styles.

2.9. Theoretical Assumption

According to the concepts explained above, the researcher assumes that teaching speaking through infantilization principle of suggestopedia based on different learning styles can stimulate, motivate, and create the students in speak English well because this is the principle which can students to realize about the important how to speak English well for delivering the information to the others after minimalizing their anti-suggestive barrier step by step by using their learning style properly during teaching-learning process..

Relating to the statement above, it is in line with the students are expected to be able to communicate with other people, giving an opinion, and responding the various sentences in English. Also supported by Zaid (2014), language curriculum should be designed and developed based on needs analyses and the recognition of learning styles of the various language learners. How the students learn and how the teachers teach, and how they connect with other, are affected by their various styles of learning.

Referring to the statement above, before teaching the students, the researcher will investigate the student's learning style and their interest of learning techniques based on the principle of different students' learning style in learning English especially in speaking.

Additionally, according to the objective of teaching and learning activities, the teacher should be able to select and apply appropriate way in teaching that related to the students' learning styles or students' needs. It is in line with the process of teaching to students' learning styles and their speaking will give a different feeling to the students to give their ideas through the awareness how so important to speak English well by blocking the anti-suggestive barrier. It will make students learn such as a fun, relax, and enjoyable way and get a lot of advantages in speaking English. Therefore, the conducting of teaching speaking through infantilization principle of suggetopedia based on different students' learning style will be as an appropriate way and effective to improve their speaking actually.

2.10. Hypothesis

Based on the previous literature that has been explained, the hypotheses are:

1. There are students' need on their anti-suggestive barriers; learning topics, learning activities, students' desire, kinds of music by different learning styles.
2. There was any statistically significant difference of speaking achievement between the students with different learning styles.

Reflecting to this section, it discusses of speaking, suggestopedia, Infantilization principle of suggestopedia, students' learning styles, previous study, teaching speaking through infantilization principles of suggestopedia based on different learning style, advantages and disadvantages teaching speaking through infantilization principle of suggestopedia based on different students' learning style, theoretical assumption, and hypothesis.

III.   METHOD

This chapter discusses research design, population and sample, data collecting technique, research procedures, research instruments, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

3.1. Research Design

This research deals with increasing students' speaking by giving the treatment by using teaching speaking through infantilization principle of suggestopedia based on different students' learning style in communicating the English language since it is often considered as one of the difficult skills to be mastered by the students. In conducting the research, the researcher addressed to teach the speaking skill through infantilization principle of suggestopedia based on different students' learning styles.

In answering the research questions, the researcher uses exploratory research in quantitatively and qualitatively – identify the problems, hypothesize a solution, design your methodology, collect and analyze data, and come up with avenues for future research. For answering the first research question, the descriptive qualitative analysis will be used after getting the data from the questionnaire to find out what the student needs in improving speaking skill by optimaling their learning style in teaching and learning process.

After knowing the result of what the student needs in improving speaking skill by optimaling their learning style in teaching and learning process and the relationship between them, for answering the second research question by quantitatively to know the weather there was a significant different of speaking achievement between students with different learning styles, the researcher will use One Group Post Test Design - Compared Means - Paired Sample T-Test. The research design presents as follows:

T1 X T2

They are:

T1: Pre-test (Pre-test is given before the researcher teaches through the infantilization principle of suggestopedia based on different students' learning style in order to measure the students' competencies before they are given the treatment).

X: Treatment by some methods (Treatment is given for three times of teaching speaking through infantilization principle of suggestopedia: in terms of anti-suggestive barriers by different students' learning style.

T2: Post-test (Post-test is given after teaching speaking through infantilization principle of suggestopedia: in terms of anti-suggestive barriers by different students' learning style and to measure the statistically significant improvement in students' speaking after they get the treatment and also which one of sensory preferences improve better) (Setiyadi, 2018: 113).

3.2. Population and Sample

Research population, in Setiyadi (2018), means an individual who becomes the target of the research. On the other hands, the research sample is all individuals who will be given the material. The population of this research is the first-grade

students of MA/SMA Boarding school Darul Huffaz Lampung in the second semester. In conducting this research, the researcher only took one class. The sample of this research is chosen by using purposive sampling which has the purpose to find out the effectiveness of teaching through infantilization principle of suggestopedia based on different students' learning style.

3.3. Instruments of the Research

The instrument of this research used the questionnaires and a speaking test. The researcher administered a questionnaire, the speaking test, and also an interview to the students. Then, the data analyzed from the result of those three instruments, which can be described as follows:

3.3.1 Questionnaire

The researcher administered the questionnaire at the first to know the classification of students' sensory preferences in learning styles in teaching and learning process. The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you.

Then, the researcher administered the questionnaire at the first to know what the student needs in improving speaking skill by optimaling their learning style in teaching and learning process based on Macalister & Nation (2010) theory's of students needs.

The questionnaire is made by the researcher by considering some aspects of students' need in learning speaking process in minimalizing of students' anti-suggestive barrier, they are, students' need in terms of critical-logical barrier,

intuitive-affective, and ethical barrier. For detail information it can be seen on *Learning Style's and Students' Need Questionnaire* (on appendix, p. 97-99).

3.3.2. Pretest

The researcher administered the pretest before giving treatment which the purpose to know the students' speaking before giving the treatment by teaching speaking through infantilization principle of suggestopedia based on different students' learning styles. The test is focused on the oral test. The researcher recorded the students' in order to help the researcher in scoring the oral test. So, if the researcher slip the students' during the scoring, the researcher will replay the record.

3.3.3. Post-test

The post-test administered after the treatment which aims to see the statistically significant improvement and sensory preferences of learning style improve better between students' speaking before and after they are taught through infantilization principle of suggestopedia based on different sorts of music to students' learning styles. The posttest is similar to the pretest. The post-test administered to whole students by recording them one by one. So, the researcher can score every student by playing the record.

3.4. Data Collecting Technique

In collecting the data, there are three steps which are conducted by the researcher, i.e., Questionnaire and Speaking Test.

Firstly, delivering the questionnaire, it delivered by giving some statements around 30 that divided into 3 pointers based on the kinds of learning styles to know the students sensory preferences then 15 that divided into 3 pointers based on the student's need of their anti-suggestive barriers in terms of critical-logical

barrier, intuitive-affective, and ethical barrier. It aims to know what students' need in learning speaking by optimally their learning styles. Secondly, Creswell (2008) states that pre-test makes a specific measurement that evaluates the participant in before having a treatment (p. 301). The researcher conducted the pre-test by giving a test to one class. The form of the test is an instruction at least six instructions in speaking. It needs 90 minutes to complete it. The material chose based on the descriptive text; a famous historical place that you are really want to visit. The pre-test delivered to measure the speaking ability of the student before conducting the treatment. The researcher administered the test at the beginning of the research.

Lastly, the post-test is a specific measurement that evaluates the participant in after having a treatment (Creswell, 2008, p. 301). It is to know the speaking ability after getting the treatments to measure the differences in the speaking ability of students. The researcher saw the effect of the treatments given during the treatment process. Then, the researcher gave the post-test to the class in each different students' learning styles.

3.5. Research Procedures

The procedures of the research are as follows:

1. Determining Problem

This research came from the problems which happened in the learning process. Some students were difficult to speak in English and could not produce some words in English because they did not know how to say that words, the low of motivation to practice their speaking skill, they felt unconfident when they want to speak up in front of the class, having nothing to say, low or uneven participation, and using one's mother tongue, besides that students are studying English struggle to communicate fluently because they are afraid to make mistakes

because they did not use their sensory preferences of learning style optimally in learning process.

2. Selecting and Determining the Population and Sample

The populations of this research observed at Boarding School Darul Huffaz Lampung in the 2022/2023 academic year. The sample was the first-grade students at Senior High School. There were 23 students at the class. The reason why the researcher observed at the first-grade of Borading School Darul Huffaz Lampung in 2022/2023 academic year is based on the pre observe by teaching them at English class at the previous semester, the researcher find out five main problems such as low motivation, having nothing to say, low or uneven participation, and using one's mother tongue, besides that students are studying English struggle to communicate fluently because they are afraid to make mistakes because they did not use their sensory preferences of learning style optimally in learning process..

3. Selecting the Materials

The researcher chose a descriptive text as the material which is taken from the students' book based on the syllabus. Here, the researcher correlated the test with the syllabus and curriculum for Senior High School. It means, the material should be based on the basic competence in the syllabus for the first-grade of Senior High School. Based on the syllabus, the researcher used the basic competence of the descriptive text which are analyzing the social function, generic structure, and language feature that appropriate contextually to investigate it in this research.

4. Administering the questionnaire

The questionnaire delivered with the specific goal was to know what the student needs in improving speaking skill by optimaling their learning style in teaching and learning process.

5. Administering the Pretest

The pretest administered before treatment which aims at knowing the students' speaking skills before being given the treatment through infantilization principle of suggestopedia based on different students' learning styles. The researcher administered the pretest to students. Meanwhile, before conducting the pretest, the researcher explained the topic that will be tested. The test is focused on oral tests. The test administered once. The researcher gave the direction in each test to all students and ask the students to discuss and it in front of the class one by one. On performing the test, the students are asked to speak up clearly since the students' voices would be recorded. Furthermore, the researcher and another English teacher judged the students'.

6. Conducting the Treatments

Here, the treatments administered in three meetings; narrative text. The researcher had 45 minutes for each meeting with three different infantilization principle techniques of suggestopedia such as role play, games, songs, and gymnastic exercises. The topics of treatment are appropriated with the descriptive text material based on the syllabus that the school applied.

7. Administering the Posttest

The posttest conducted after the treatment. The posttest aims for knowing the progress of speaking skills through infantilization principle of suggestopedia. The test administered once time, after three meetings or treatments. Meanwhile, before conducting the posttest, the researcher explained the topic that would be tested. The test is focused on oral tests. The researcher gave the direction that has the same rules with pretest in each test to all students and asked the students to discuss and it in front of the class one by one. On performing the test, the students are asked to speak up clearly since the students' voices would be

recorded. Furthermore, the researcher and another English teacher will judge the students.

8. Recording

The researcher recorded the students speaking during the pretest and posttest by using an audio recorder and also take a video as the recording tool. Not only to record student's in pretest and posttest, but also it was very helpfully in recording the students; answer in interview session. So, if the researcher slipped the students' performance and answer during the test, the researcher replayed the record.

9. Scoring

Since the researcher used two raters to score speaking tests, the researcher filled the scoring test of the first rater (R1) and the second-rater (R2) filled by another English teacher. That was to know which one of sensory preferences learning styles improve better after they are taught. After scoring the pretest and posttest, the researcher knew the result of the positive relation between students' learning style and speaking after conducting the interview step.

10. Transcribing

All the student's utterances of pretest and posttest will be transcribed in 5 uppers and 5 lower students based on the result of scoring speaking test.

11. Analyzing the test result (Pretest and Posttest)

After scoring the students' performance, the researcher compared the result between pretest and posttest to see whether the score of posttest is higher than pretest in each aspect of speaking skill statistically significant improvement.

Additionally, to know whether of students' learning style; visual, auditory, or kinesthetic improved better after being taught speaking through infantilization principle of suggestopedia based on different to students learning style.

3.6. Validity and Reliability

In fulfilling the criteria of a good test, validity and reliability of the test should be considered. They are as follows:

3.6.1 Validity of the instrument

The test can be said valid if the test measures the objective to be measured and suitable with the criteria, to measure whether the test in this research has been a good quality or not. There were several types of validity, but in this research, the researcher just used two types of validity, they are content validity and construct validity.

1. Content Validity

Content validity means that the test is a good reflection of what has been taught and the knowledge which the teacher wants the students to know that the researcher wants her students to know (Shohamy, 1985: 74). Here, the researcher correlated the test with the syllabus and curriculum for Senior High School. It means, the material should be based on the basic competence in the syllabus for the first grade of Senior High School. Based on the syllabus, the researcher used the basic competence of analyzing the social function, generic structure, and language feature of descriptive text that appropriate contextually to investigate in this research. In other words, if the table represents the material that the researcher wants to test, it could be said that it has content validity.

2. Construct Validity

Construct validity concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' ability in speaking. It

means the test can be measured in a certain aspect based on the indicators. Here, the researcher examined it by referring to the aspect that will be measured with the theories of those aspects of speaking by Harris (1969: 84) such as Pronunciation, Vocabulary, Fluency, Comprehension, and Grammar. In addition, construct validity as a test of knowledge and linguistic ability (Setiyadi, 2018:22). If the test just measures one of the aspects, such a vocabulary, construct validity can be measured by using the evaluation of the test and if the test is measuring the vocabulary, it could be said that it has construct validity. It means, if the test represented the five aspects of speaking that the researcher wants to test, it could be said that it has construct validity.

3.6.2 Reliability of the instrument

Reliability is the consistency measures of a test or it can be measured of the same subject at different times, but the result can be shown the same (Setiyadi, 2018:13). In other words that are the reliability related to the consistency of a measure. Here, the researcher used SPSS Version 22.0 for windows. Then, the data analyzed from the result of those two, which can be described as follows:

1. The Reliability test

To measure the consistency of the speaking test, the researcher used SPSS version 22.0 for windows in Intraclass Correlation Coefficient to find out the reliability of the speaking test by tabulating the scores of pretest and posttest from the inter-rater sheets. There are some standards of reliability of the test as follows:

The standard of reliability:

a. Very low reliability ranges from 0.00 to 0.19

b. Low reliability ranges from 0.20 to 0.39

c. Average reliability ranges from 0.40 to 0.59

d. High reliability ranges from 0.60 to 0.79

e. Very high reliability ranges from 0.80 to 1.00 (Slameto, 1998).

Relating to the appendix, p. 101, it has been seen the reliability test between Visual, Auditory, and Kinesthetic of Pre and Post-test were significantly cause of the Cronbach's Alpha points were 0,920 for the Visual pre and posttest, meanwhile for Auditory pre and posttest was 0,946, and also 0,978 was the number of Kinesthetic pre and posttest. On the other hands, it has meaning very high reliability based on the standard of reliability from (Slameto, 1998).

2. The Normality Test

It can be seen, the normality test of the three kinds of students' learning styles on appendix, p. 102; Visual, Auditory, and Kinesthetic sensory preference were the true significance. It really show on th**e** normality test by calculating the number of test statistic Asymp. (2-tailed) were lower than 0.05 (a<0.05); 0,061, 0,088, 0,200, 0,200, 0,200, and 0,036. It means, the normality test of this research were the true significance.

3.7. Scoring Rubric

In evaluating the students' speaking scores, the researcher used speaking task by (Harris, 1969: 84). Based on the speaking task, there were five components, namely: Pronunciation, fluency, grammar, vocabulary, and comprehension.

Table 3.1. Scoring Data from Aspects of Speaking Test

No.	Aspects of Speaking	Rating Scale	Description
1	Pronunciation	5	Speech is fluent and effortless as that native speaker.
		4	Always intelligible though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and Occasionally lead to
		2	Very hard to understand because of pronunciation problem most Frequently be asked
		1	Pronunciation problem so severe as to make speech unintelligible.
2	Vocabulary	5	Use of vocabulary and idiom virtually that is of native speaker.
		4	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate
		3	Frequently use the wrong word, conversation somewhat limited because of
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.
3	Fluency	5	Speech is fluent and effortless as that of native speaker.
		4	Speed of speech seems rather strongly affected by language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		2	Usually hesitant often forced into silence by language problems.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
4	Comprehension	5	Appear to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be
		3	Understand most of what is said at slower that normal speed with repetition.
		2	Has great difficulty following what is said can comprehend only" social conversation" spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversation in English.
5	Grammar	5	Grammar almost entirely in accurate phrases.
		4	Constant errors control of very few major patterns and frequently preventing
		3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
		2	Few errors, with no patterns of failure.
		1	No more than two errors during the dialogue.

The score of speaking skill based on the five elements can be compared in percentage as follows:

Pronunciation 20%

Grammar 20%

Vocabulary 20%

Fluency 20%

Comprehension .... 20% +

Total percentage 100%

The score of each aspect is multiplied by four, so the total score is 100. Here was the identification of the score of the students speaking:

If the students get:

5, so 5 X 4 = 20

4, so 4 X 4 = 16

3, so 3 X 4 = 12

2, so 2 X 4 = 8

1, so 1 X 4 = 4

For example:

A student gets 4 in pronunciation, 3 in vocabulary, and 3 in fluency, 4 incomprehension and 3 in grammar. Therefore, the student's total score will be:

Pronunciation   4 X 4 = 16

Grammar   3 X 4 = 12

Vocabulary   3 X 4 = 12

Fluency   3 X 4 = 12

Comprehension   4 X 4 = 16

Total   **= 68**

It means he or she gets 68 for speaking. The students who is gain score ranging from 1-4 is categorized "very poor", score ranging from 5- 8 is categorized "poor", the score ranging from 9-12 is categorized "fair", the score ranging from 13-16 is categorized "good", and the score ranging from 17-20 is categorized "excellent".

Table 3.2. Rating Sheet Score

S' Code	Pronunciation (1-20)	Vocabulary (1-20)	Grammar (1-20)	Fluency (1-20)	Comprehension (1-20)
1					
2					
3					

3.8. Data Analysis

The researcher computed the students' scores in teaching speaking through infantilization principle of suggestopedia based on different students' learning style as follows:

1. Analyzing the result after delivering the students about the questionnaire of students' need in terms of critical-logical barrier, intuitive-affective, and ethical barrier in knowing the students' need and minimalizing their anti-suggestive barrier during the learning speaking process by using descriptive qualitative analysis.

2. Scoring the learning styles' questionnaire as the next steps in point 1.

3. Scoring the pretest and posttest.

4. Tabulating the result of the test and calculating the score of the pretest and posttest that is Compared Means – Paired Sample T-Test. The researcher will use SPSS version 22.0 for windows especially on ANOVA system to calculate the scores then analyzed whether there is a statistically significant difference of speaking achievement between the students with different learning styles.

5. Drawing the conclusion and implication for further research, teacher, and etc. The conclusion is developed from the result after conducting the research of teaching speaking through infantilization principle of suggestopedia based on different students' learning style.

3.9. Hypothesis Testing

After collecting the data, in knowing the students' need on the anti suggestive barrier in terms of critical-logical, intuitive-affective, and ethical barrier by delivering the questionnaire then investigating whether there is a statistically significant difference of speaking achievement between the students with different learning styles by conducting the research.

The hypothesis is analyzed at a significant level of 0.05 in which the hypothesis is approved if Sig < α. It means that the probability of error in the hypothesis is only about 5%. The hypotheses of this research are as follows:

H_0 There are no students' need on their anti-suggestive barriers; learning topics, learning activities, students' desire, kinds of music by different learning styles.

H_1 There are students' need on their anti-suggestive barriers; learning topics, learning activities, students' desire, kinds of music by different learning styles.

H_0 There is no a statistically significant difference of speaking achievement between the students with different learning styles after they were given the treatment.

H_1 There is a statistically significant difference of speaking achievement between the students with different learning styles after they were given the treatment.

This Chapter discussed the methods of research. They are research design, population and sample, data collecting technique, research procedures, research instruments, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discussed about the conclusion and suggestion of the research. It deals with the conclusion of students need and any significant differences of speaking achievement between students' different learning styles. Then, the suggestion for further researcher as a professional teacher especially in arranging the teaching procedures of learning speaking through the principles.

5.1. Conclusions

This research was concerned with the implementation of models speaking activities through infantilization principle of suggestopedia in terms of anti-suggestive barriers in different students' learning styles at the first grade of MA Darul Huffazh. The results showed that the students' need classification was classified into three kinds of anti-suggestive barriers; critical-logical, intuitive-affective, and ethical barriers in the same numbering of calculation 33,3%. After that, the researcher developed procedures of learning speaking based on their needs and learning styles' classification in speaking English class. So that in each students' learning styles can minimize their three kinds of anti-suggestive barriers during learning process. On the other hands, there was a significant difference of speaking achievement between the students with different learning styles; Visual learners were improved better than Auditory and Kinesthetic learners.

Additionally, there was a positive or good correlation in between the optimality of student's learning styles and their speaking achievement. The analyzing of each classification of students' need was varied depending on its needed.

For instance, there was students' answered by saying his/her interest in teaching and learning process; they interest in descriptive text – historical places listening songs and doing several educative games during the learning process, practicing their speaking in front of the class by presenting their products in pairs or group works.

Meanwhile the others students answered by saying his/her motivation in teaching and learning process; the role of teacher is needed in every single activity of learning by giving motivation to the students, as a role model, and optimally by using the students' learning style. The other needs are on student's learning styles, students answered by saying his/her the sensory preferences way of learning; by seeing visual images, by listening some interesting songs, and moving activities during the learning process as an educative game related to the material is going on.

It has same points with Hamdani (2011) in Bagas (2021), who explains two factors affecting learning achievement, namely, internal and external factors. The internal factor covers intelligence, physical, attitude, interest, talent, and motivation, while the external factor includes social and non-social environments. It is in line with Vărăşteanu and Iftime (2013) in Bagas (2021), in which teachers have to be always aware of motivation and encouragement as a key to student active learning. Some teaching styles can be utilized in the teaching and learning process.

In addition, the comparing means score in investigating a significant difference of speaking achievement between the students with different learning styles; Visual, Auditory, and Kinesthetic sensory preference, the T-ratio of Visual learners were higher than T-table (22.940>2.960) in mean score was 22.11, Auditory learners were higher than T-table (23.616>2.960) in mean score was 21.75, Kinesthetic learners were higher than T-table (33.204>2.960) in mean score was 21.00 and with the level of significant is $p<0.05$ and 2 tails is $p=0.0000$ ($p<0.05$).

On the other hands, there was a significant difference of speaking achievement between the students with different learning styles; Visual learners were improved better than Auditory and Kinesthetic learners. Meanwhile there was a minimalizing of the critical- logical, intuitive-affective, and ethical barrier in learning and teaching process of speaking skill because the students' feeling relax, motivate, comfortable and having positive system during the class by the implementation of models speaking activities through infantilization principle of suggestopedia.

Additionally, it can be seen, between the three kinds of student's learning styles and their speaking achievement has been showed there was a positive correlation each other. It can be concluded that we need to rise up and up to date what's the student need in teaching and learning process by concerning the rapid transformation of technology integration.

5.2. Suggestions

Considering the finding of the research, we need to rise up and up to date what's the student need in teaching and learning process by concerning the rapid transformation of technology integration, it is recommended for:

a. Teacher

Classifying the learning styles with the same numbers of the students, collaborating the topic of this research with the implicational technology in education, trying to analyze by students' gender.

b. Further Researcher

Conducting the current research is by collaborating in educational technology.

Reflecting to this section, it discusses with the conclusion of students need and any significant differences of speaking achievement between students' different learning styles. Then, the suggestion for further researcher as a professional teacher especially in arranging speaking activities.

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