INCORPORATING SUGGESTOPEDIA IN PROBLEM BASED LEARNING (PBL) TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN DELIVERING RECOUNT TEXT

By

Fuad Durrotunnisa'

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(A THESIS)

By:

Fuad Durrotunnisa'

2323042023

Advisors

Drs. Mahpul, M.A., Ph.D.

Prof. Dr. Muhammad Sukirlan, M.A.

In

Department of Language and Arts Education

Faculty of Teacher Training and Education

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TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF LAMPUNG

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ABSTRACT

INCORPORATING SUGGESTOPEDIA IN PROBLEM BASED LEARNING (PBL) TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN DELIVERING RECOUNT TEXT

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This study aims to investigate the effectiveness of incorporating the Suggestopedia into the Problem-Based Learning (PBL) model to improve students' speaking skills, particularly in delivering recount texts. Employing a quantitative approach with a quasi-experimental design, the study involved two groups of 10th-grade students at MAN 1 Bandar Lampung: an experimental group taught using Suggestopedia-based PBL and a control group taught using conventional PBL. Data were collected through speaking pretests and posttests, as well as student perception questionnaires. The results revealed a statistically significant difference in speaking improvement between the two groups. The experimental group showed a greater average score increase (14.94 points) compared to the control group (8.84 points). An independent samples t-test confirmed the significance of this difference ($p = 0.000 < 0.05$), indicating that the integration of Suggestopedia into PBL was more effective. In terms of speaking aspects, the control group showed the highest practical improvement in pronunciation and fluency, while the experimental group showed the greatest improvement in comprehension, with the highest effect size (Cohen's $d = 0.322$). Furthermore, the questionnaire results indicated positive student perceptions of the Suggestopedia-modified PBL learning model. All five measured variables—awareness, past experience, knowledge, motivation, and social interaction—had average scores above 23 on a 30-point scale. These findings suggest that a learning approach combining cognitive and affective elements, such as Suggestopedia, fosters a supportive, enjoyable, and motivating environment that reduces students' anxiety in speaking English. Therefore, this integrated method is not only effective in enhancing learning outcomes but also well-received by students, making it a valuable alternative for EFL speaking instruction.

Keywords: *Suggestopedia, Problem-Based Learning, speaking skills, student perception, recount text, English language learning*

Research Title	: **INCORPORATING SUGGESTOPEDIA IN PROBLEM BASED LEARNING (PBL) TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN DELIVERING RECOUNT TEXT**
Students' Name	: *Fuad Durrotunnisa'*
Students' Number	: 2323042023
Study Program	: Master in English Language Teaching
Department	: Language and Arts Education
Faculty	: Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor	Co-advisor
Drs. Mahpul, M.A., Ph.D.	**Prof. Dr. Muhammad Sukirlan, M.A.**
NIP 19650706 199403 1 002	NIP 19641212 199003 1 003

The Chairperson of the Department of Language and Art Education	The Chairperson of Master in English Language Teaching
Dr. Sumarti, S.Pd., M.Hum.	**Dr. Budi Kadaryanto, M.A.**
NIP 19700318 199403 2 002	NIP 19810326 200501 1 002

ADMITTED BY

1. **Examination Committee**

Chairperson : **Drs. Mahpul, M.A., Ph.D.** .....

Secretary : **Prof. Dr. Muhammad Sukirlan, M.A.** .....

Examiners : **1. Prof. Dr. Flora, M.Pd.** .....

2. Dr. Feni Munifatullah, M.Hum. .....

2. **Dean of Teacher Training and Education Faculty**

Dr. Albet Maydiantoro, M.Pd.
NIP 19870504 201404 1 001

3. **Director of Postgraduate Program**

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

4. **Graduate on: August 04th, 2025**

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Yang membuat penyataan,

Fuad Durrotunnisa'

NPM. 2323042023

CURRICULUM VITAE

The name of writer is Fuad Durrotunnisa. She was born in Sidoarjo on April 15th, 1998. She is the third children from three siblings of Mr. Achmad Rodhi Anwar Syaifuddin and Ms. Sumiatun (the lates). She has two brothers, Fuad Afif Muzacky and Fuad Miftahur R.M.

She began her study at MI Darussalam, Sidoarjo, East Java and graduated in 2009. She continued her study at SMPN 2 Banjar Agung, Rawa Pitu, Lampung and graduated in 2012. After she graduated from Junior High School in 2012, she continued her study at SMAN 2 Menggala and she graduated from that school in 2015. In 2015, she was accepted to be student in English Education Study Program of Tarbiyah andTeacher Training Faculty through SNMPTKIN at State Islamic University of Raden Intan Lampung in 2015.

DEDICATION

I extend my deepest gratitude and dedication to:

1. Allah Subhanahu wata'ala, who always supports and guides His servants, and to Nabi Muhammad ﷺ, whose teachings illuminate our path from darkness to light.
2. My beloved parents, Mr. Achmad Rodhi Anwar Syaifuddin and Ms. Sumiatun (the late), for their unwavering support and prayers that have paved the way for my success; may Allah bless your lives abundantly.
3. My cherished lecturers in the English Education Study Program at Lampung University, who have not only imparted knowledge but also significantly contributed to my personal growth.
4. My beloved classmates of MPBI 2023.
5. My campus, University of Lampung.

MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah does not burden any soul beyond its capacity."
(Qur'an, Surah Al-Baqarah [2]: 286)

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ

"So remember Me; I will remember you. And be grateful to Me and do not deny Me."
(Qur'an, Surah Al-Baqarah [2]: 152**)**

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My heartfelt gratitude is also dedicated to my beloved family, especially my parents, my father, Mr. Achmad Rodhi Anwar Syaifuddin, and my mother, Ms. Sumiatun (the late), who have continuously provided me with endless love, encouragement, and prayers—now, in the future, and forever.

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With my deepest and sincerest gratitude.

Bandar lampung, 28 December 2025
The writer

Fuad Durrotunnisa'

NPM 2323042023

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I. INTRODUCTION

As an introductory part of the thesis, this chapter discusses about the following issues the background of the research, identification of the problem, research question, objectives of the research, uses of the research, scopes of the research, and the definition of the terms.

1.1 Background

Speaking is one of the essential skills to master for successful communication. Therefore, being able to speak well leads the students to the effective communication intercourse in the real life. Despite its importance, speaking teaching has long been underestimated, and English teachers continue to teach speaking only as repetition of exercises and memorization of dialogues without utilizing the latest technology (Bahadorfar and Omidvar, 2014). While Burns (2012) argues that speaking is a very complex skill that uses cognitive, physical, and socio-cultural processes simultaneously and the speaker's knowledge and skills must be activated quickly in real time.

Florez and Cunningham (1999) define speaking as a two-way act that includes accurate communication of ideas, information, and feelings. Furthermore, Royani et al. (2023) define speaking as the act of speaking orally with others to convey ideas or information. This is the most important way for speakers to express themselves using language. As a result, speaking can be seen as a collaborative communication process between two or more people in a shared environment. Speaking in English is quite a challenge for EFL learners, especially Indonesian learners.

Putra (2020) contends that the role of English has evolved beyond mere communication, positioning it as a vital tool for individuals to effectively navigate and thrive in both their current and future environments. He emphasizes that English not only facilitates interpersonal communication but also equips individuals with the linguistic skills necessary to engage with the globalized world, adapt to diverse cultural contexts, and meet the demands of an increasingly interconnected society. This dual function of English as both a communicative medium and an adaptive skill underscores its importance in personal and professional development in the contemporary era. Kadamovna (2021) explains that learners must be educated deliberately and appropriately to speak.

Speaking English can be a challenge for many people, especially Indonesian students. According to Bueno in Rao (2019), speaking is one of the most difficult skills for language learners to achieve. Students in Indonesia learn English as a foreign language from elementary school to university. Although they have learned to speak, they struggle to speak well. Rao (2019) found that even after years of language learning, learners still struggle to communicate effectively in real-world situations. Students struggle to communicate effectively in English. According to Tika and Abadi (2021), language challenges experienced by students include poor pronunciation, vocabulary, and grammar, as well as personality problems such as lack of self-confidence, shyness, and nervousness. Furthermore, Dalem (2017) explained that students are afraid of making mistakes because they were laughed at.

According to Salihun (2019), students often have difficulty speaking English because of shyness, lack of confidence, and afraid of making mistakes. Another difficulty, students often encounter various obstacles when trying to develop their English-speaking skills, which can significantly impede their overall language proficiency. Brown (2001) points out that a prevalent issue is a lack of confidence, often rooted in the afraid of making mistakes or facing judgment from peers and teachers. This anxiety can lead to a reluctance to engage in speaking activities, resulting in reduced practice and slower progress in fluency.

Furthermore, Richards (2008) highlights that limited vocabulary and insufficient grammatical knowledge make it challenging for students to articulate their thoughts effectively, creating additional barriers to communication. Ur (1996) also emphasizes the difficulty some students experience with pronunciation, which can lead to misunderstandings and further diminish their willingness to participate in speaking tasks. These challenges indicate the importance of creating a supportive and encouraging learning environment where students feel safe to practice and improve their speaking abilities without the worry of criticism.

Based on this problem, writer consider the use of problem-based learning (PBL) as an appropriate model to support students to improve their speaking skills. The Problem Based Learning model is characterized by the use of real-life problems as something that students must learn. Even though, PBL was originally used in medical education environtment (Barrows and Tamblyn, 1980), Arends (2008) found that Problem-Based Learning suitable to be implemented in Language Teaching due to its potential to provide student-centered instructional model that uses authentic problems as the starting point of learning. Through collaborative investigation and problem-solving activities, students are encouraged to develop critical thinking, communication skills, and self-directed learning. In language learning contexts, particularly speaking instruction, PBL provides meaningful opportunities for students to use the target language in real communicative situations.

With the Problem Based Learning model, students are expected to gain more skills than memorized knowledge. Starting from problem-solving skills, critical thinking skills, group work skills, interpersonal and communication skills, and information search and processing skills (Amir, 2007). Preetha (2006) defines PBL as constructivist education that teaches students critical thinking skills through problem solving in small groups. PBL involves collaborative problem solving with peers to improve content understanding, reasoning, communication, and self-assessment skills (Watson, 2001).

PBL can be used in any learning scenario. Duch and Allen (2001) suggested that PBL courses enhance critical thinking, problem solving, and communication skills. PBL can also facilitate cooperative projects, discovery and evaluation of research resources, and lifelong learning. According to Barrows and Tamblyn (1980), that Problem Based Learning (PBL) is a learning approach that places students as the main characters in the learning process, by actively involving them in solving real problems. Through this approach, learning focuses more on the process of critical thinking, exploration, and problem solving rather than simply memorizing information. Thus, PBL encourages students to not only gain knowledge, but also develop analytical thinking skills, collaboration, and independent and contextual learning attitudes.

However, despite its advantages, Problem-Based Learning (PBL) also has several weaknesses that may affect its implementation if not properly managed. These weaknesses are closely related to each stage of the PBL syntax. In the first stage, orienting students to the problem, teachers are required to clearly introduce learning objectives and contextualize the problem. Abidin (2014) states that without sufficient prior understanding, students may not comprehend why they are required to solve a particular problem, which results in learning outcomes that do not align with the intended objectives. Similarly, in the second stage, organizing students for learning, students who lack confidence in their problem-solving abilities may become reluctant to participate actively. Tyas (2017) explains that when students perceive a problem as too difficult or beyond their capability, they tend to resist collaboration and show low motivation, thereby weakening the effectiveness of group learning.

Furthermore, the third stage, guiding individual and group investigations, requires strong initiative and enthusiasm from students. Nafiah (2017) argues that when students lack motivation or when the problem is excessively complex, learners may feel bored and discouraged, especially if guidance and scaffolding are insufficient. In the fourth stage, developing and presenting the results of the work, students who show low interest in learning often struggle to articulate meaningful solutions and

tend to engage superficially in problem-solving activities (Suwandi, 2015). Finally, in the analyzing and evaluating stage, reflective activities become ineffective when students lack understanding or intrinsic motivation, causing them to fail to internalize the knowledge gained. In conclusion, the effectiveness of each PBL syntax stage largely depends on students' prior knowledge, motivation, and interest in learning. Therefore, teachers play a crucial role in providing clear orientation, appropriate guidance, and continuous motivation throughout each stage of the PBL process to ensure optimal learning outcomes.

To overcome this problem, writer proposes to use the principle of suggestopedia by Lozanov (1978). The first principle is the concepts of "joy, absence of tension, and concentrative psychorelaxation" which refer to a mental state where individuals experience a deep sense of happiness and relaxation, free from stress and anxiety, which allows for focused mental activity. The second as "unity of the conscious and the paraconscious and the integral brain activity," indicating a harmonious interaction between the conscious mind and deeper, often subconscious, cognitive processes, leading to a more integrated and efficient functioning of the brain. The third is "suggestive link on the level of the reserve complex", which pertains to the idea that in this state of unified consciousness and relaxation, individuals can access deeper cognitive reserves and untapped mental potential, which can be influenced or guided by suggestion, thereby enhancing learning, creativity, or problem-solving abilities. Together, these concepts highlight the importance of achieving a balanced and relaxed mental state to optimize cognitive function and unlock deeper mental resources.

From those three principles the writer propose to incorporating the first principle into PBL procedures to build, that is a students' intrinsic motivation. When students feel happy and enjoy in learning, they tend to be more engaged, motivated, and interested in the material being taught. This excitement triggers the production of dopamine in the brain, which plays an important role in the learning and memory processes. Dopamine helps increase attention, reinforces learning, and motivates students to continue trying to understand the material (Immordino and Damasio,

2007). Furthermore, the joy of learning creates a positive and safe environment, where students feel comfortable taking risks, asking questions, and expressing their opinions without worry of being wrong. This is very important in the learning process because mistakes are seen as part of learning, not failure. Thus, students are more courageous to explore and more open to new learning experiences (Pekrun and Stephens, 2010).

This suggestopedia method comes from Bulgaria. This method was first developed by an educator, psychotherapist, and physicist named George Lozanov around 1978. Lozanov believed that relaxation and concentration techniques would help students open their subconscious sources and acquire and master a greater quantity of vocabulary and also more solid structures than they thought (Tarigan, 2009). Suggestopedia is a special set of learning recommendations derived from suggestology given by Lozanov. Suggestopedia aims to accelerate the language learning process, the teacher plays an authoritative role in the classroom for this strategy to be successful, so students must trust and respect the teacher (Kurniawan and Kartini, 2019).

To overcome this problem, writer uses suggestopedia as one of the research approaches. According to Gold (2014), the founder of the National Council of Suggestopedia, this platform aims to improve student learning by making it fun and interesting. Lozanov (2006) also stated that “if you want to learn more, easier, more fun, in a stable way and with a better impact on health – then accept Suggestopedia, desuggestive learning, because it is learning with love”. Using suggestopedia can help students realize that learning a foreign language is not as difficult as they think. Students were able to learn a foreign language more effectively if they believe the process is simple and fun.

Therefore, despite the originality of PBL as medical educational environtment, the writer is interested in conducting research with the title “Incorporating Suggestopedia in Problem-Based Learning (PBL) to Improve Students' Speaking Achievement in Delivering Recount Text”. Moreover an investigation regarding

students' perception towards the Incorporating Suggestopedia in Problem-Based Learning (PBL) to Improve Students' Speaking Achievement in Delivering Recount Text of this research.

1.2 Research Question

The research question of this research are:

1. Is there any significant difference of students' speaking achievement between those who are taught by using suggestopedia to modify PBL and the original PBL?
2. What aspect of speaking is significantly improved after being taught by using sugestopedia to modify PBL?
3. What are students' perceptions of the implementation suggestopedia to modify PBL?

1.3 Objectives

The objectives of this research are:

1. To investigate the significant difference on students' speaking achievement between those who are taught by using suggestopedia to modify PBL and the original PBL.
2. To investigate what aspect of speaking is the most improve after being taught by using suggestopedia to modify PBL.
3. To investigated the students' preception after being taught by using suggestopedia to modify PBL.

1.4 Uses

The uses of this research are:

1. Theoretical Uses
    a. To explain about the use suggestopedia to modified problem based learning approach (PBL) to improve students' motivation in speaking

skill. To be the source of information and reference for further studies in the same topic.

2. Practical Uses
   a. For the teacher, to be reference for teachers who want to increase students' motivation in speaking skill using Problem Based Learning (PBL) method.
   b. For the students', to be reference for students who want to increase their motivation in speaking skill using Problem Based Learning (PBL) method.
   c. For the writer, to explain the practical contributions to the writer who want to increase students' motivation in speaking skill by using Problem Based Learning (PBL) method.

1.5 Scope

The scope of this study is focused on the incorporated suggestopedia to modified problem based learning (PBL). It focuses on students' speaking achievement in delivering recount text, what speaking aspect improves the most, and students' perception on the incorporation suggestopedia to modified problem based learning (PBL).

1.6 Definition of Terms

In order to avoid misunderstanding, the following terms are defined as follow:

1. Speaking

   Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Louma, 2004).

2. Problem Based Learning (PBL)

   PBL is a teaching method that uses a problem to stimulate student involvement. In PBL, students gained information about the subject as well as the ability to solve some difficulties while speaking. (Boud and Feleeti, 1997)

3. Suggestopedia

   Suggestopedia is a teaching method developed by Bulgarian psychotherapist Georgi Lozanov. It is designed to optimize learning by using techniques that reduce learner anxiety and increase suggestibility, thereby facilitating a more effective and enjoyable learning experience. This method incorporates elements such as relaxation, music, positive suggestion, and a comfortable learning environment to enhance students' ability to absorb and retain new information (Lozanov, 1978).

4. Recount text

Recount Text is an essential genre of text that aims to retell past events in chronological order, either to inform or entertain the reader. By including key details such as time, place, and participants, this type of text provides a clear and structured that helps readers understand past experiences more clearly. Its frequent use of past tense verbs further reinforces the notion of recounting events that have already occurred. Whether used for personal reflections, historical documentation, or storytelling, recount text remains a significant and valuable form of written or spoken communication in both academic and creative contexts (Anderson and Anderson 1997).

II. LITERATURE REVIEW

This chapter presents the theories related to the research. It covers a number of aspects, such as concept of speaking, aspect of speaking, teaching speaking, definition recount text, problem based learning, components of PBL, suggestopedia, components of suggestopedia, teaching speaking tough PBL, procedures of teaching speaking trough PBL, procedures of teaching speaking trough the incorporating suggestopedia in PBL, advantages and disadvantages of teaching speaking trough the incorporating suggestopedia in PBL, concept of preception, theorical assumption, and hypothesis.

2.1 Speaking

In this section, the writer wants to discuss speaking skills in more depth. There are several important aspects that must be known and were discussed in it, such as the definition of speaking, basic types of speaking, aspects of speaking, and teaching speaking.

2.1.1 Definition of Speaking

According to Bailey and Nunan (2005), speaking is involves the systematic production of verbal utterances to communicate meaning. Al Nakhalah (2016) defines speaking as the articulation of language using the mouth. Chaney, as cited in Leong and Ahmadi (2017), define speaking as the activity of creating and conveying meaning through verbal and non-verbal symbols across many contexts. Rao (2019) say that speaking proficiency is the paramount skill to attain in foreign or second language acquisition.

Derakhshan et al.,(2016) adds that speaking is a productive talent categorized into two primary aspects: accuracy and fluency. According to Darekshan (2016), that acquiring speaking skills necessitates extensive practice; furthermore, learners should engage in brief dialogues, monologues, and question-and-answer exchanges. Torky (2006) defines speaking as the capacity of secondary stage students to articulate themselves orally, coherently, fluently, and suitably within a meaningful context, fulfilling both transactional and interactional purposes while employing accurate pronunciation, grammar, and vocabulary, and adhering to the pragmatic and discourse conventions of spoken language. Students must acquire the following competencies or skills:

1. Linguistic competency encompasses the subsequent skills:
   a. Employing comprehensible enunciation.
   b. Adhering to grammatical norms with precision.
   c. Employing a pertinent, sufficient, and appropriate range of vocabulary.
2. Discourse competency encompases the subsequent skills:
   a. Organizing speech in a coherent and cohesive manner.
   b. Facilitating dialogue and engaging proficiently to sustain the discourse.
3. Pragmatic competence: This refers to the ability to express a variety of functions efficiently and appropriately in accordance with the context and register.
4. Fluency: This refers to the ability to speaki smoothly at a moderate pace.

From the explanation above, it can be inferenced that speaking is an activity that carried out verbally by producing sounds that express thoughts and 14 delivering information and feeling directly. This is an important skill to be mastered; the students need to master some competences in speaking such as, Linguistic competence, Discourse competence, Pragmatic competence, Fluency to help students easier in expressing themselves orally.

2.1.2 Basic Types of Speaking

According to Brown (2004), there are five fundamental forms of speaking:

1. Imitative

   This only imitating a word, phrase, or sentence. The emphasis in these categories pertains to pronunciation. The teacher employs drilling in the educational process, with students repeating after the teacher.

2. Intensive

   Students' activities that encompass certain phonological and grammatical elements. The students' speaking performance typically involves tasks such as reading aloud, completing dialogues, and translating simple sentences.

3. Responsive

   Responsive performance encompasses engagement and test comprehension, albeit at a relatively restricted level, including brief conversations, standard greetings, small talk, simple requests, and comments.

4. Interactive

   The interactive format closely resembles the responsive format; however, it differs in duration and complexity of interaction, involving more people and multiple aspects in the dialogue. The relationship manifests in two forms: transactional and interpersonal exchange.

5. Extensive

   The students are required to deliver monologues, including summaries, storytelling, and brief speeches. The work include discussing personal experiences and recounting a narrative from a novel or film.

In conclusion, those five basic types of speaking can be implemented in speaking class, they are; Imitative, Intensive, completion, Responsive, Interactive, and Extensive. The teacher can use those basic types in speaking class, as the way of teaching or the process of assessing the students speaking performance. Here, the writer uses the interactive types of speaking and focuses on the transactional form or dialogue in conducting the treatments and the test, both pre-test and post-test.

2.2 Aspect of Speaking

According to Heaton (1991), speaking ability in oral communication tests can be evaluated through four main dimensions, namely; accuracy, fluency, and comprehensibility. Accuracy refers to the speaker's ability to produce correct language forms, which includes proper pronunciation and the appropriate use of grammatical structures. Fluency relates to the smoothness and continuity of speech, indicating how well learners can express ideas without excessive pauses or hesitation. Meanwhile, comprehensibility concerns the extent to which a speaker's message can be understood by listeners, regardless of minor errors that may occur. These dimensions emphasize not only linguistic correctness but also the effectiveness of communication.

Similarly, Brown (2004) proposes five key components in assessing speaking skills, which consist of grammar, vocabulary, comprehension, fluency, and pronunciation. Grammar and vocabulary focus on the accuracy and appropriateness of language use, while pronunciation affects the clarity of spoken messages. Fluency reflects the speaker's ability to communicate ideas naturally and effortlessly, and comprehension refers to both the speaker's understanding of the topic and the listener's ability to grasp the intended meaning. Together, these components provide a comprehensive framework for evaluating learners' speaking proficiency by balancing linguistic accuracy and communicative effectiveness. The components of speaking performance encompassed:

1. Grammar

   Richards and Schmidt (2002) define grammar as a description of a language's structure and the methodology by which linguistic components, such as words and phrases, are combined to form sentences within that language. In verbal communication, mutual understanding suffices; however, students must also grasp the proper sentence structure while articulating their thoughts orally in speaking.

2. Vocabulary

   Alizadeh (2016) defines vocabulary as the comprehension of words and their meanings. Without comprehending the meaning, we cannot articulate any speech with genuine significance, and all of this need words to construct a sentence.

3. Comprehension

   In verbal communication, comprehension is crucial; students must grasp the manner in which they articulate, the content of their speech, and the purpose behind their discourse. It also enables students to effectively convey their intended message to the listener.

4. Fluency

   Fluency is defined as the characteristics that render speech natural and normal, encompassing native-like utilization of pausing, rhythm, intonation, stress, speaking tempo, and the use of interjections and interactions, according to Richards & Schmidt (2002), fluency can be succinctly defined as the smooth and unambiguous oral delivery of information.

5. Pronunciation

   Richard and Schmidt (2002) define pronunciation as the technique of articulating certain sounds. Incorrect pronunciation can result in misconceptions when interpreting words, particularly among native speakers; thus, it is crucial and holds significant importance in verbal communication.

It can be seen that there are five main aspects in speaking, i.e., Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. It means that, the teacher must focus on the development of those aspects in teaching speaking. In this research, the writer used Brown (2004) statement of the speaking aspects.

2.3 Teaching Speaking

Davies and Pearse, as cited in Leong and Ahmadi (2017), define that the primary objective of English language instruction is to provide learners with the proficiency

to utilize the English language effectively and accurately in conversation. Darekshan (2016) defines that the principal objective of the current review was to furnish readers with engaging resources, remarkable actions, and methodologies to enhance their speaking proficiency. The primary objectives of the language instruction program are to enable learners to attain their communicative goals in effective and interactive English speaking contexts, as well as to develop their speaking skills (Kurum, 2016).

Al Nakhalah (2016) defines that teaching speaking involves assisting learners in enhancing their capacity to interact effectively in the target language, emphasizing that the primary objective is to improve students' oral production. Inayah and Lisdawati (2017) define that instruction in speaking the target language should empower students to utilize the language orally for various objectives. Bahadorfar and Omdivar (2019) says that teaching speaking involves instructing our students to:

1. Generate the phonetic sounds and auditory patterns of the English language.
2. Employ lexical and phrasal emphasis, intonational patterns, and the cadence of the target language.
3. Select the suitable vocabulary and phrases based on the relevant social context, audience, circumstances, and topic.
4. Arrange their ideas in a coherent and rational order.
5. Utilize language as a vehicle for articulating values and assessments.

From the explanation above, it can be concluded that the aim of teaching speaking is to make students communicate well and effective, so the students can use that ability in many purposes. In the process of teaching speaking, the writer intends to use the Problem Based Learning based on Suggestopedia.

2.4 Definition Recount Text

A recount text retells prior occurrences. According to Matondang (2020), a recount text is one that tells us about an experience with the goal of informing readers about

what happened in the past through a series of events (in the order in which they occurred). Fisher (2006) defines recount as "text that describes an experience or series of events based on the writer's own or historical experience". The purpose is to both entertain and educate readers.

According to Derewianka (1990), as quoted by Fisher (2016), in order to achieve the purpose and develop a strong recount text, various measures must be taken, such as orienting to inform the reader who is involved, when, and where the tale takes place. Events in the text must be written in chronological order (Fisher, 2016). According to Hyland (2003), the recount text's objective is to rebuild earlier events by recalling them in the same sequence they occurred.

After the writer talk about the definition of recount text, the writer also talk about part of recount text such as:

1. Generic Structure of Recount Text

   The generic structure is one of the elements of a recount text. When recount text, the writer must consider the generic framework. Derewianka (1990) in Fairuza defines the generic structure of a recount document as follows (Fairuza, 2020):

   a. The orientation

      The goal of orientation is to give the reader a comprehensive understanding of the text, including who is engaged in the story, when, where, what happened, and why it happened. This information is required so that the reader may grasp the text, the environment, and the context.

   b. Sequence of Events

      A series of events attempts to retell events in chronological order, beginning with the first, progressing to the second, and ending with the last.

   c. Re-orientation

      This section concludes the recount by summarizing the results, providing author comments or opinions, and assessing the topic's value to the reader.

However, this section is not usually included in the recount text because it is optional.

2. Language Feature of Recount Text

   According to Saragih, Silalahi, and Pardede (2014), as quoted by Husna and Multazim (2019), the language features utilized in recount texts are as follows:

   a. Using nouns and pronouns to identify animals, people, and objects.
   b. Use of past tense verbs to describe occurrences.
   c. Use simple past tense forms.
   d. Use conjunctions and temporal connectors to organize events.
   e. Use adverbs and adverbial phrases to express time and location.
   f. Using adjectives to characterize nouns.

3. Types of Recount Text

   Recount text can be written in a variety of styles depending on the goal, audience, and focus. Barwick (2011) defines the following sorts of recount texts:

   a. Personal Recount This is where the writer recounts his personal experiences. This could be just an oral anecdote, a diary, or a personal letter.
   b. A factual recount A factual story is a sort of text that seeks to enlighten readers about true accounts of historical occurrences, such as science experiments, traffic reports, or police reports.
   c. Imaginative Recount. Imaginative recount informs readers about the specifics of an imaginary story while placing them in a realistic context, for example; *A Day in the Life of an Ant; My Life as a Roman Imperor*.

2.5 Problem Based Learning (PBL)

Colleges and universities typically use a teacher-centered method to teach English as a foreign language. However, one significant critique of this approach is that pupils are frequently passive recipients of knowledge. Problem Based Learning is a curricular paradigm that uses task-based issues to promote active and multidisciplinary learning. PBL teaches pupils how to address unstructured, open-ended, or unclear situations. This study explores how the PBL technique can be

used to teach English as a foreign language and motivate EFL students to improve their English abilities.

2.5.1 Definition Problem Based Learning (PBL)

The learning model utilizing problem-based learning (PBL) is a student-centered approach. The PBL learning approach utilizes authentic problems as a resource for students to address and resolve issues. Nariman and Chrispeels (2016) explains that problem-based learning is a student-centered approach aligned with the tenets of constructivism. The notion of constructivism posits that students can construct their knowledge through the challenges presented to them. The aforementioned opinion is corroborated by Huang & Foreign (2012), who explains in their research that *"Problem-based learning (PBL) is regarded as a student-centered instructional approach that encourages students to employ critical thinking through simulated problems to examine complex, multifaceted, and practical issues that may lack definitive solutions"*.

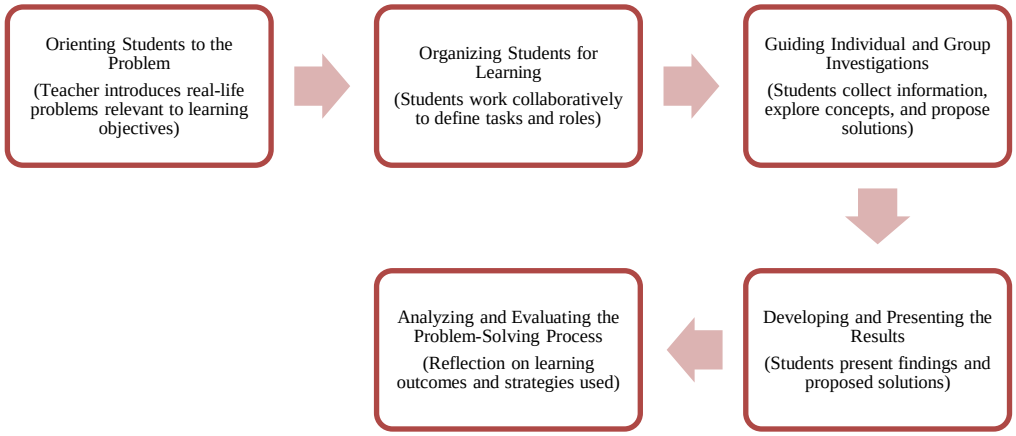
Yew & Goh (2016) explain that PBL is a pedagogical approach that allows students to learn while actively engaging in problem solving. Students are given opportunities to solve problems in collaborative settings among students, create models for learning, and form independent learning habits through practice and reflection. Students are actively involved in learning so that it can progress well.

In PBL, the problems addressed are ambiguous or unresolved issues. Given the persistence of these issues, students are anticipated to analyze and identify the core aspects of the problem to devise a remedy. Fogarty (1990) states that PBL is a framework constructed around a real-life, unstructured, and ambiguous problem that remains unidentified, resulting in a perplexing scenario accompanied by other additional issues.

Implementation of the PBL model enables students to enhance comprehension through research, identification of issues, and formulation of solutions, culminating in conclusions drawn from their analyses. Graaff and Kolmos (2003) explains that

Problem-Based Learning (PBL) is an educational model wherein learning resources are derived from a problem, which is tailored to the subject matter and typically reflects real-life issues. Life's problems are presented and examined to facilitate students' comprehension and provide them with the skills to resolve them.

The implementation of the PBL model follows a systematic syntax or sequence of learning activities. According to Arends (2012), the syntax of Problem-Based Learning consists of several stages:



Through these stages, students enhance comprehension by conducting research, identifying issues, formulating solutions, and drawing conclusions based on their analyses. In this learning model, the teacher acts as a facilitator, guide, mentor, and trainer who supports students throughout the learning process rather than delivering information directly.

From the various opinions above, it can be concluded that PBL is problem-based learning and student-centered learning. PBL requires students to be active in learning. Problem-based learning is *constructivist*, that is, it builds knowledge itself through the experiences gained when learning. Problem-based learning requires students to play an active role in learning so that students' thinking is more developed in understanding problems. In learning, the teacher plays the role of facilitator, guide, trainer and mentor for students. Problem based learning is a model in learning where the process originates from everyday problems.

Problems in everyday life are presented to students with the aim of understanding these problems. Furthermore, from this understanding students are able to provide solutions or solutions. Problem based learning is learning that has an influence on students' understanding. Students' understanding is obtained from the processes carried out when discussing with friends, searching for information and drawing conclusions. Apart from understanding, PBL is also very good for student collaboration. By working in groups students are required to understand the task and must have responsibility to complete it.

2.5.2 Characteristic of PBL

Different from other learning model, learning with PBL is learning model that uses problems as a source of learning. The problem referred to here is the problem that the teacher uses for learning. Teachers provide guidance and direction on how to solve problems. Guidance from the teacher is expected so that students understand and can analyze and find solutions so they can conclude with their opinions. The PBL learning model, the process has characteristics that make PBL different from other learning model. (Sulastri, Imran and Abidin, 2014) the Problem Based Learning (PBL) learning model has the following characteristics:

1. Problems become the starting point for learning.

In Problem-Based Learning (PBL), the learning process is initiated by presenting students with a real-world or complex problem rather than a traditional lecture or explanation. This problem serves as the foundation from which students begin to explore relevant concepts and acquire new knowledge. Instead of passively receiving information, students are encouraged to actively engage with the issue at hand, ask questions, and identify what they need to learn in order to find solutions. This approach reflects how knowledge is often used in real-life situations, where problems rarely come with clear instructions and learners must figure out what information is necessary and how to apply it.

By making the problem the starting point, PBL fosters a deeper and more meaningful learning experience. It stimulates curiosity, enhances critical thinking, and promotes student autonomy as learners take ownership of their educational journey. The process requires students to collaborate, research, and reflect as they construct their understanding around the problem's context. As a result, learning becomes more relevant and memorable because it is directly tied to solving an authentic challenge, rather than simply absorbing abstract content disconnected from practical application.

2. The problems used in learning are contextual and authentic.

In Problem-Based Learning (PBL), the learning process begins with the presentation of problems that are both contextual and authentic. This means the problems are rooted in real-life situations that students are likely to encounter in their everyday lives or future careers. Contextual problems help students see the relevance of what they are learning by placing knowledge within a meaningful framework. Instead of abstract or hypothetical exercises, students work on issues that require critical thinking, collaboration, and problem-solving in real-world settings. This approach not only increases engagement but also encourages students to draw connections between academic concepts and their practical applications.

Authentic problems in PBL also serve to stimulate intrinsic motivation and promote deeper learning. Because students perceive the tasks as meaningful and reflective of actual challenges, they become more invested in the learning process. Authenticity adds value to the learning experience by requiring students to investigate, analyze, and propose solutions that could realistically be implemented. This prepares them for lifelong learning and real-world responsibilities, as they are not merely memorizing content but applying knowledge in a way that mirrors professional and societal demands. Through this authenticity, PBL cultivates not only cognitive skills but also personal and social competence.

3. Problems encourage the emergence of students' ability to express opinions from multiple perspectives.

One of the key characteristics of Problem-Based Learning (PBL) is its ability to stimulate diverse thinking by placing students at the center of complex, open-ended problems. These problems are often designed without a single correct answer, encouraging students to approach them from various angles. As they analyze the issue, gather information, and evaluate possible solutions, students are naturally led to voice their own thoughts and interpretations. This process fosters the development of critical thinking and the confidence to share personal viewpoints, which may differ from those of their peers. In this way, PBL not only promotes knowledge acquisition but also trains learners to articulate their reasoning in a structured and persuasive manner.

Moreover, the collaborative nature of PBL supports the emergence of multiple perspectives within group discussions. As students interact with others from diverse backgrounds or with differing cognitive styles, they are exposed to alternative ways of understanding and solving problems. This dynamic exchange challenges them to listen actively, question assumptions, and refine their own viewpoints. Through such interaction, students learn the value of perspective-taking and open dialogue-skills essential for academic success and real-world communication. Therefore, by engaging students in meaningful, problem-based tasks, PBL cultivates a classroom culture where expressing and respecting diverse opinions becomes a norm.

4. The problems used can develop students' knowledge, attitudes and skills, as well as competencies.

One of the defining characteristics of Problem-Based Learning (PBL) is the use of real-world or contextually meaningful problems that are carefully designed to stimulate students’ cognitive, affective, and psychomotor domains. These problems are not simply academic exercises but serve as the starting point for exploration and learning. Through investigating and resolving these problems, students are encouraged to build and connect prior knowledge with new concepts, thereby enhancing their understanding of the subject matter. This approach helps develop

critical thinking, problem-solving, and decision-making skills, which are essential for academic and lifelong learning.

Moreover, the problems presented in PBL are structured to nurture positive attitudes such as collaboration, responsibility, curiosity, and resilience. As students work in groups, they must communicate effectively, manage group dynamics, and respect diverse perspectives. These activities foster essential soft skills and social competencies. Additionally, the problem-solving process often involves practical application, which promotes hands-on skills and real-world readiness. By engaging with complex, interdisciplinary problems, students not only gain knowledge but also develop the attitudes and skills needed to function competently in both academic and professional settings.

5. The Problem Based Learning model is oriented towards developing independent learning.

One of the defining characteristics of the Problem-Based Learning (PBL) model is its strong orientation toward fostering independent learning. In this model, students are not merely passive recipients of information; instead, they are encouraged to take ownership of their learning process. PBL typically begins with a real-world problem that is complex, open-ended, and relevant to the students' context. As learners engage with the problem, they must identify what they already know, what they need to learn, and how to access necessary resources. This approach builds autonomy by requiring students to set goals, make decisions, and evaluate their own progress throughout the learning journey.

Moreover, PBL shifts the role of the teacher from a traditional source of knowledge to a facilitator or guide. Teachers provide scaffolding only when necessary and gradually reduce support as students become more confident in managing their learning tasks. This environment nurtures critical thinking, self-direction, and responsibility—key components of independent learning. Over time, students develop essential lifelong learning skills such as problem-solving, information literacy, and reflective thinking. Thus, through consistent exposure to the PBL

framework, students are empowered to become more self-reliant and proactive in acquiring and applying knowledge both inside and outside the classroom.

6. The Problem Based Learning model utilizes various learning sources.

One of the defining characteristics of Problem Based Learning (PBL) is its emphasis on the use of various learning resources beyond the traditional textbook. In a PBL environment, students are encouraged to explore information from multiple sources such as academic journals, online databases, expert interviews, multimedia materials, and real-world data. This approach reflects the complexity of real-life problems, which rarely have a single source of solution. By engaging with diverse materials, students develop skills in research, information literacy, and critical evaluation, which are essential for lifelong learning.

Moreover, the use of multiple learning sources supports the development of collaborative and independent learning. As students work in groups to solve a problem, each member may be responsible for consulting different sources and sharing findings with the team. This not only broadens the group's understanding of the issue but also enhances communication and synthesis skills. Additionally, allowing students to choose and evaluate their own sources fosters autonomy and ownership over the learning process, which can significantly increase motivation and engagement in the classroom.

7. The Problem Based Learning model is carried out through learning that emphasizes collaborative, communicative and cooperative activities.

The Problem Based Learning (PBL) model is an instructional approach that centers around student collaboration in solving real-world or contextually relevant problems. It emphasizes a student-centered learning environment where learners work together in groups to identify, analyze, and find solutions to a given issue. Through these collaborative activities, students are encouraged to actively exchange ideas, evaluate different perspectives, and construct new understanding as a team. This teamwork not only fosters mutual responsibility but also enhances

students' social interaction skills and group dynamics, which are essential for real-life professional settings.

Furthermore, PBL supports communicative learning by requiring students to engage in meaningful dialogue throughout the learning process. They must articulate their thoughts clearly, present arguments, and defend their ideas during discussions and presentations. These communicative practices naturally cultivate students' speaking and listening skills. At the same time, the cooperative nature of PBL encourages shared responsibility, where students are not only accountable for their own learning but also for the progress of the group. This integration of collaborative, communicative, and cooperative elements makes PBL an effective model for promoting critical thinking, problem-solving, and interpersonal skills in a holistic and interactive learning environment.

8. The Problem Based Learning model emphasizes the importance of acquiring research skills, solving problems and mastering knowledge.

The Problem Based Learning (PBL) model emphasizes the importance of equipping students with strong research skills. In this approach, learners are not simply passive recipients of information; instead, they are encouraged to actively investigate real-world issues by identifying relevant questions, gathering data, analyzing sources, and drawing informed conclusions. Through this inquiry-based process, students develop critical thinking and independent learning habits, which are essential for lifelong education. PBL environments often simulate authentic situations that demand thoughtful exploration, making research a central skill in the learning journey.

In addition to fostering research skills, PBL also highlights the significance of problem-solving and deep content mastery. Students are challenged to collaboratively address complex, open-ended problems that do not always have a single correct answer. This promotes creativity, resilience, and the ability to apply knowledge in practical contexts. As learners engage in cycles of brainstorming, testing solutions, and reflecting on outcomes, they deepen their understanding of

subject matter. Ultimately, PBL integrates knowledge acquisition with meaningful application, preparing students to navigate and contribute effectively to real-world challenges.

9. The Problem Based Learning model encourages students to be able to think at a high level, analytical, synthetic and evaluative.

The Problem-Based Learning (PBL) model is designed to foster higher-order thinking skills by placing students at the center of the learning process. Through real-world problems that are often complex and open-ended, students are encouraged to engage in deep thinking rather than simply memorizing information. This environment naturally promotes analytical thinking, as students must identify the core of a problem, break it into manageable parts, and understand the relationships between those parts. By analyzing the issue from multiple perspectives, students learn to form logical connections and develop a structured approach to problem-solving.

In addition to analysis, PBL also nurtures synthetic and evaluative skills. Synthesis involves combining various pieces of information gathered through research, collaboration, and prior knowledge to form new insights or solutions. Students are often required to construct arguments, design products, or develop action plans based on their findings. Evaluation, on the other hand, requires students to assess the credibility of sources, the validity of their reasoning, and the effectiveness of their proposed solutions. This critical reflection helps learners refine their judgments and deepen their understanding, preparing them for complex decision-making in real-life contexts.

10. The Problem Based Learning model ends with evaluation, study of learning experiences, and study of the learning process.

The final stage of the Problem Based Learning (PBL) model emphasizes evaluation, reflection on learning experiences, and a review of the learning process itself. This phase is essential because it allows students to assess their understanding of the problem they worked on and the solutions they developed. Through this evaluation,

both students and teachers can determine how effectively the learning objectives were met. More than just checking for correct answers, the evaluation stage encourages critical thinking by asking students to justify their decisions, reflect on the problem-solving strategies they used, and consider alternative approaches. It also offers opportunities for self-assessment and peer feedback, reinforcing the learner-centered nature of PBL.

In addition to evaluating outcomes, this stage involves a reflective analysis of the overall learning experience. Students are guided to examine how they interacted within their group, how well they communicated, and what they learned not only about the subject matter but also about themselves as learners. Teachers may facilitate discussions or require written reflections to help students internalize the skills and knowledge gained. This reflection helps students become more aware of their strengths and areas for growth, thus promoting lifelong learning skills such as metacognition, collaboration, and adaptability. Ultimately, this final step ensures that PBL is not just about solving problems, but about developing the ability to learn effectively from experience.

Problem-Based Learning (PBL) requires teachers to act as facilitators who guide students in solving real-world problems from their own perspectives. According to Hmelo-Silver and Eberbach (2012), problems in PBL are designed to promote flexible thinking by being complex, ill-structured, and open-ended. Furthermore, to support students' intrinsic motivation, these problems should be realistic and connected to the learners' experiences.

From the opinion above, PBL has supporting characteristics students to improve understanding of concepts and student cooperation. When students are given a problem and start to search for information with the group and analyze the problem, student understanding and cooperation is very necessary. Discussions in groups and determining member assignments can familiarize students with working together.

2.6 Components of PBL

The Problem Based Learning (PBL) learning model, the have a components, According to Arends (2012) in his book "Learning to Teach" (9th Edition), the main components of Problem-Based Learning (PBL) are as follows:

1. Problem Presentation (Authentic Problem):
   The learning process begins with the presentation of an ill-structured problem that mirrors real-world challenges. The problem should be open-ended, complex, and designed to engage students by stimulating inquiry and exploration.
2. Student-Centered Learning:
   Students are at the center of the learning process. They take responsibility for their own learning, with the teacher acting as a facilitator or guide. Collaboration, communication, and self-direction are essential.
3. Small Group Collaboration:
   PBL emphasizes collaborative learning. Students work in small groups to discuss, analyze, and solve the problem. This collaboration allows them to share ideas, divide tasks, and support each other in the learning process.
4. Self-Directed Learning:
   Students independently research, gather information, and learn content relevant to the problem. They identify what they need to know, find resources, and apply knowledge in problem-solving.
5. Inquiry and Problem Solving:
   Students use inquiry strategies to investigate the problem. They develop hypotheses, test ideas, and engage in critical thinking to develop solutions. The process of inquiry often involves trial and error, reflection, and revision.
6. Reflection:
   After working through the problem, students reflect on what they have learned, the strategies they used, and how they arrived at the solution. Reflection helps consolidate learning and encourages students to think critically about their approach.

7. Teacher as Facilitator:

   In PBL, the teacher's role shifts from instructor to facilitator. The teacher provides guidance, supports student inquiry, asks probing questions, and helps students reflect on their learning process.

   These components work together to create a dynamic and interactive learning environment, where students are actively engaged in the learning process and develop critical thinking skills and problem-solving abilities.

2.7 Suggestopedia

In this section, the writer wishes to talk more about suggestopedia. There are various key factors that must be understood and discussed in it, including the definition of suggestopedia, its advantages, and suggestopedia types.

2.7.1 Definition of Suggestopedia

According to Richards (1999), the Suggestopedia learning method comes from the word suggestology, which means the science of nonrational/unconscious influences on humans. A physicist and Psychotherapist from Bulgaria named Georgi Lazanov (1978) succeeded in finding a learning method by providing therapy in the form of suggestions (suggestive-accelerative) to students. The success of this method was later named Suggestopedia. Suggestopedia believes that the human brain is capable of processing a number of materials if given the right conditions for learning, including relaxation and giving control and authority to the teacher. For this reason, teachers can use drama, physical activity, music, and yoga in improving learning.

So that it gives the impression of a happy environment, cheerful learning, raising enthusiasm, and creating feelings of happiness in the hearts of students. Maslow (in Santrock, 2011) states that certain needs must be met before students can actualize themselves completely. Students' need for a safe and enjoyable learning environment is essential. So teachers must avoid the impression and appearance of

a standard classroom which can cause students to feel uncomfortable and unable to achieve optimal self-actualization.

From the findings above, it can be concluded that the Suggstopedia method is an effective learning method using suggestions, music, game and positive words which can create a pleasant, enjoyable, learning atmosphere. relaxed, and it contains positive impressions. In this method, the teacher provides suggestions and positive words to be included in the student's world of suggestions. Students followed orders from their teacher so that the teacher can be the center of attention.

2.7.2 Characteristic of Suggestopedia

Suggestopedia is a learning method developed by Georgi Lozanov, a Bulgarian psychotherapist, in the 1978. This method is based on the use of suggestions to improve learning and optimize memory capacity. The following are the main characteristics of Suggestopedia according to Lozanov (1978):

1. Comfortable and Aesthetic Learning Environment:
   Lozanov emphasized the importance of creating a comfortable and aesthetic learning environment. Classrooms should be designed in such a way that students feel relaxed and comfortable. The use of calming decor, good lighting, and a comfortable layout are important elements.
2. Uses of Baroque Music:
   Baroque music with a slow tempo, around 60-80 beats per minute, is used as a background during learning sessions. This music is thought to help create a relaxed atmosphere and improve concentration and retention of information.
3. Role of Suggestion:
   Lozanov believes that positive suggestions can increase learning capacity. Teachers use suggestive language and a positive attitude to build students' self-confidence and create hope that they can learn quickly and effectively.

4. Holistic Approach:

   Suggestopedia takes a holistic approach to learning, involving all physical, emotional and cognitive aspects of the student. This method seeks to integrate the mind and body in the learning process.

5. Dialogues and Visualization:

   Lesson material is presented through rich dialogue and visualizations that help students imagine real situations. This helps make learning more interesting and relevant for students.

6. Use of Drama and Role-Playing:

   Drama and role-playing techniques are used to make learning more dynamic and interactive. This helps students to internalize the study material better.

7. Incremental and Recurring Serving:

   Material is presented gradually and repeatedly to strengthen understanding and retention. This repetition technique helps ensure that the information is remembered well.

8. Teacher's Role as Facilitator:

   The teacher in the Suggestopedia method acts as a facilitator who creates optimal conditions for learning. Teachers must be able to build good relationships with students and use suggestive techniques to improve learning.

Additionally, According to Bancroft (1999) in his book "Suggestopedia and Language Acquisition: Variations on a Theme", the main characteristics of Suggestopedia include:

1. Positive Learning Environment:

   Bancroft emphasizes the importance of creating a positive learning environment, where students feel comfortable, relaxed, and open to learning. The use of decoration, lighting, and classroom settings that support a positive atmosphere is highly recommended.

2. Music Usage:

   Bancroft notes that music, especially baroque music, is used to help create an atmosphere that is relaxed and conducive to learning. Slow tempo music is thought to help improve student retention and concentration.

3. Use of Positive Suggestions:

   This method uses positive suggestions to build students' self-confidence. Teachers are expected to use suggestive language and attitudes that encourage students to feel capable and confident in their learning process.
4. Combination of Cognitive and Emotional Approaches:

   Bancroft points out that Suggestopedia combines cognitive and emotional approaches to learning. In this way, students not only understand the material intellectually, but also feel deep emotional involvement.
5. Active Learning Techniques:

   The use of techniques such as role-playing, dialogue, and role-playing is an integral part of Suggestopedia. This technique makes learning more interactive and interesting, helping students internalize the material better.
6. Rich Study Material:

   Bancroft emphasizes the importance of using rich and varied subject matter. This material covers a variety of real-life contexts and situations, which makes learning more relevant and interesting for students.
7. Controlled Repetition:

   Controlled repetition techniques are used to reinforce learning. Bancroft emphasizes that repetition should be natural and not boring, so that students can remember information better without feeling overwhelmed.
8. Teacher's Role as Facilitator:

   In Suggestopedia, teachers act as facilitators who help create optimal conditions for learning. Teachers must be able to build good relationships with students, create a supportive atmosphere, and use suggestive techniques to improve the learning process.

hereby provides an in-depth look at Suggestopedia's principles and techniques, as well as how these methods can be applied in language teaching and other educational contexts.

2.8 Components of Suggestopedia

Suggestopedia is a teaching method developed by Lozanov, a psychotherapist from Bulgaria. This method emphasizes the use of techniques that reduce stress and increase learning ability through suggestion and a supportive environment.

The following are some of the main components of suggestopedia according to (Lozanov, 1978):

1. Supportive Learning Environment:

   The learning environment should be designed to be comfortable and aesthetically pleasing, with good lighting, comfortable chairs, and calming decorations. This atmosphere helps students feel relaxed and open to learning.
2. Music Usage:

   Music, especially classical music from the Baroque era, is used in the learning process to create a relaxed atmosphere and help students concentrate. Music helps in synchronizing the brain and facilitates learning.
3. Positive suggestion

   Positive suggestions from teachers help increase students' self-confidence and reduce psychological barriers to learning. These suggestions can take the form of words of encouragement, body language, or a supportive attitude.
4. Use of Drama and Games:

   Drama, games, and other creative activities are used to make learning fun and reduce tension. This also helps students to be more active and involved in the learning process.
5. Repetition and Sensory Experience:

   Repetition of material in varied ways, including different sensory experiences (visual, auditory, kinesthetic), helps strengthen students' memory and understanding.
6. Desuggestions and Resuggestions:

   The suggestion process aims to eliminate negative suggestions or obstacles that already exist in students, while suggestion instills new positive suggestions and supports learning.

7. Holistic Approach:

   Suggestopedia emphasizes a holistic approach to learning, combining cognitive, emotional, and physical elements. This includes the use of stories, pictures and activities that stimulate all aspects of the student's experience.

Suggestopedia is considered an effective method for learning languages and other knowledge due to its focus on reducing stress and creating a positive learning environment.

2.9 Teaching Speaking Trough PBL

Landsberger (2011) suggests that Problem-Based Learning (PBL) is an effective method for teaching speaking skills because it involves students actively in real situations that require effective communication. The following is Landsberger's view regarding the use of PBL in teaching speaking:

1. Real Problem Based Activities:

   Landsberger emphasizes that real issues relevant to students' lives drive their involvement. This helps students develop more authentic and practical speaking skills.

   Implementation: Teachers can provide scenarios or cases that are relevant to students' experiences. For example, students may be asked to solve a community problem or plan a school project.

2. Group Work and Collaboration:

   Landsberger points out that group work in PBL allows students to practice speaking through discussion and collaboration. It helps improve interpersonal communication skills.

   Implementation: Students work in small groups to discuss a given problem, share ideas, and reach a solution together. Each group member is encouraged to contribute to the discussion.

3. Presentation and Feedback:

   According to Landsberger, presenting the results of group work in front of the class is an important component in PBL. This gives students the opportunity to practice public speaking skills and receive constructive feedback.

   Implementation: Each group presents their solution in front of the class. Teachers and other students provide feedback to help improve speaking skills.

4. Continuous Reflection and Learning:

   Landsberger emphasizes the importance of reflection in PBL. Students should reflect on their learning process, identifying strengths and areas for improvement.

   Implementation: After the presentation, students have a reflection session where they discuss what they have learned, challenges faced, and how they can improve their speaking skills in the future.

Apart from that, there is also the implementation of PBL in Teaching Speaking based on (Landsberger, 2011):

1. Determining Relevant Issues:

   Choose problems that suit the context and interests of students. For example, environmental problems, social issues, or business scenarios.

2. Dividing Students in Groups:

   Small groups consisting of 4-5 students work together to discuss and find solutions to given problems.

3. Encourages Discussion and Collaboration:

   Facilitate group discussions and encourage students to participate actively. Provide guidance and support as needed.

4. Facilitate Solution Presentation:

   Each group presents their solution to the class. Make sure the presentation involves effective use of the target language.

5. Providing Constructive Feedback:

   Provide specific and constructive feedback to each group after the presentation. Focus on the positive aspects and areas that need improvement in their speaking skills.

6. Holding a Reflection Session:

   Encourage students to reflect on their experiences in discussion sessions and presentations. Discuss the challenges they face and strategies for overcoming speech barriers.

By using a PBL approach as described by Landsberger, students can develop their speaking skills in more real and meaningful contexts, which in turn improved their overall confidence and communication abilities.

2.10 Procedures of Teaching Speaking Trough PBL

Teaching speaking skills using Problem-Based Learning (PBL) involves several steps that have been explained by various experts. The following is the procedure for teaching speaking using PBL adapted by Arends (2012):

Procedures for Teaching Speaking Using PBL

1. Real Problem Identification and Structuring:

   Barrows and Kelson (1995) state that problems should be relevant to students' lives and designed to stimulate discussion and critical thinking.

   Step: The teacher designs or selects a complex and relevant problem that requires a solution. This problem must require the use of the target language in the solving process.

2. Formation of Working Group:

   Boud and Feletti (1997) emphasize the importance of group work in PBL to facilitate collaboration and verbal interaction between students.

   Steps: The teacher divides students into small, heterogeneous groups to ensure a variety of views and skills.

3. Preliminary Investigation and Group Discussion:

   Savery and Duffy (1995) emphasize the importance of initial inquiry in which students identify what they know, what they need to know, and how they can learn it.

   Step: Students conduct an initial investigation of the given problem, discuss in groups to identify what they know and determine what information they need.

4. Information Gathering and Independent Research:

   Schmidt (1983) stated that in PBL, students must conduct independent research to gather relevant information.

   Step: Students look for the information needed to understand and solve the problem. They can use various sources such as books, articles, the internet, or interviews.

5. Solution Development and Presentation:

   Barrows (1986) states that students should present their solutions to the class or a wider audience to practice speaking skills and get feedback.

   Steps: Students in groups develop solutions and prepare presentations. Each group then presents their solution to the class.

6. Feedback and Reflection:

   Brookfield (1987) emphasizes the importance of constructive feedback and reflection for deeper learning.

   Step: Teacher and students provide constructive feedback on each group's presentation. Students then reflect on their learning process, identifying what they have learned and how they can improve their speaking skills in the future.

Implementation in Class

- Introduction:

The teacher introduces the problem and provides general guidance regarding PBL procedures.

- Initial Group Discussion:

Students discuss in groups to identify problems, share initial knowledge, and determine the information they need.

- Independent Research:

Students conduct independent research to gather relevant information and prepare solutions.

- Solution Development:

Students develop solutions based on the information they obtain and prepare presentations.

- Presentation and Feedback:

  Each group presented their solutions, followed by a feedback session from teachers and peers.

- Reflection:

  Students reflect on their learning experiences, discuss challenges encountered, and strategies for future improvement.

By following these procedures, students can develop their speaking skills in more real and meaningful contexts, which in turn improved their overall confidence and communication abilities.

2.11 Relevant Research Studies

Various previous studies have shown that innovative approaches such as Suggestopedia, Problem-Based Learning (PBL), and the use of educational games have proven effective in improving students' speaking skills in learning English. such as Fania (2023) and Saputri (2023) revealed that the Suggestopedia method can improve students' speaking achievement both cognitively and affectively. Fania showed that Think Pair Share (TPS) modified with the Suggestopedia principle provided a significant increase in students' speaking scores, supported by positive perceptions and a strong correlation between students' attitudes and learning outcomes. Meanwhile, Intan (2023) found that speaking activities arranged based on Suggestopedia's psychological barriers were able to reduce stress and increase students' motivation and self-confidence, which had an impact on achieving better speaking skills.

Furthermore, research by Khotimah (2014), Hasnawan (2018), and Mukhoyyar et al. (2018) showed the effectiveness of PBL in teaching speaking. PBL is considered to be able to improve fluency, critical thinking, creativity, and active involvement of students in discussions and problem solving, and shows significant differences compared to conventional methods.

In addition, research by Dewi et al. (2016) and Chatarina et al. (2013) strengthen the findings that the use of educational games such as communicative games and structured games can significantly improve students' speaking scores, build self-confidence, reduce anxiety, and create a pleasant learning atmosphere. Thus, the three approaches consistently show positive impacts both academically and psychologically on the development of students' speaking skills.

2.12 Procedures of Teaching Speaking Trough Incorporating Suggestopedia in PBL

Combining the Suggestopedia method in Problem-Based Learning (PBL) to teach speaking is an innovative approach that can increase the effectiveness of language learning. The following are procedures that can be used:

1. Introduction and Opening

   Goal: Create a comfortable and supportive environment, which is a key principle in Suggestopedia.

   Step: The teacher begins by greeting students in a friendly manner and creating a relaxed classroom atmosphere. The teacher provides an overview of the topic and learning objectives for the day.
2. Problem Identification

   Goal: Focus students on the problem to be solved.

   Step: The teacher introduces relevant and interesting problems related to real life. Students are encouraged to discuss the issue in small groups.
3. Information Gathering

   Objective: Encourage students to gather information relevant to the problem at hand, while maintaining a relaxed and conducive atmosphere.

   Step: Students work in groups to find information from various sources, such as books, the internet, or interviews. Teachers provide guidance and support, ensuring that the atmosphere remains comfortable and not stressful.
4. Discussion and Problem Solving

   Objective: Use speaking skills to discuss and solve problems, with a relaxed and structured approach by using suggestopedia principle.

Step: Students share the information they have gathered and discuss it in groups. Teachers use Suggestopedia techniques, such as role-playing and simulations, to help students practice speaking in relevant contexts. Playing games can help maintain a relaxed learning atmosphere.

5. Solution Presentation

   Objective: Strengthen speaking skills through presenting solutions in front of the class.

   Step: Each group presents their solution to the class. Teachers provide constructive and motivating feedback. Other students are encouraged to leave comments and ask questions.

6. Reflection and Closure

   Goal: Encourage students to reflect on what they have learned and how they can apply that knowledge in the future.

   Step: The teacher invites students to discuss what they learned and how they feel about the learning process. Students write short reflections about their experiences. The teacher concludes the session with calming music and thanks to the students for their participation.

Table Procedure of Problem Based Learning and Incorporating Suggestopedia With PBL

No	Learning Activities of Problem Based Learning (Arends, 2012)	Learning Activities of Suggestopedia (Lozanov, 1978)	Learning Activities of Incorporating Suggestopedia With PBL
1.	Orient students to the problem: Teacher goes over the objectives of the lesson, describes important logistical requirements, and motivates students to engage in problem-solving activity.	Preparation and Relaxation:The teacher creates a comfortable and stress-free classroom atmosphere through light activities, warm-up games, or ice-breaking activities to help students feel relaxed and ready to learn.	Orient students to the problem: Teacher goes over the objectives of the lesson, describes important logistical requirements, and motivates students to engage in problem-solving activity.

2.	Organize students for study: Teacher helps students define and organize study tasks related to the problem.	*Positive Suggestion: The teacher provides positive verbal and non-verbal suggestions, including encouragement, praise, affirmations, and supportive body language, to build students' confidence and motivation.*	Organize students for study: Teacher helps students define and organize study tasks related to the problem.
3.	Assist independent and group investigation: Teacher encourages students to gather appropriate information, conduct experiments, and search for explanations and solutions.	*Guided Exposure: The teacher presents language naturally and expressively in a relaxed environment, while students listen attentively without pressure to perform or fear of immediate correction.*	Assist independent and group investigation: Teacher encourages students to gather appropriate information, conduct experiments, and search for explanations and solutions.
4.	Develop and present artifacts and exhibits: Teacher assists students in planning and preparing appropriate artifacts such as reports, videos, and models, and helps them share their work with others.	*Activation through Positive Games: The teacher engages students in positive, low-pressure educational games that promote participation, cooperation, and confidence in using the language.*	Develop and present artifacts and exhibits:Teacher assists students in planning and preparing appropriate artifacts such as reports, videos, and models, and helps them share their work with others.

5.		*Reflection and Emotional Reinforcement: The teacher closes the lesson with brief reflection and emotional reinforcement to ensure students leave the classroom with positive feelings and learning experiences.*	The *Suggestopedia* Session: In this session, all conversations pause for a minute or two while the students listen to the teacher's instructions about the game they are going to play. The purpose is to create a more comfortable and relaxed classroom environment. The game is also related to the lesson material (recount text), helping students understand the topic more easily. This is because the teacher successfully creates a positive and engaging atmosphere in the classroom.
6	Analyze and evaluate the problem-solving process: Teacher helps students to reflect on their inves tigations and the processes they used.		Analyze and evaluate the problem-solving process: After a few minutes of concert, teacher helps students to reflect on their inves tigations and the processes they used.

By following this procedure, it is hoped that learning speaking using the combination of Suggestopedia and PBL methods can provide a more effective, enjoyable and meaningful learning experience for students.

2.13 Advantages and Disadvantages of Teaching Speaking Trough Incorporating Suggestopedia in PBL

Combining Suggestopedia with Problem-Based Learning (PBL) in teaching speaking has advantages and disadvantages. The following is an analysis based on the views of experts and their references:

2.13.1 Advantages of Teaching Speaking Trough Incorporating Suggestopedia in PBL

1. Increasing Student Motivation and Interest

   Lozanov (1978) Classical music and the relaxed atmosphere used in Suggestopedia can increase students' motivation and interest in the material being studied.
2. Facilitates Deep Learning

   Hmelo-Silver (2004) and Barrows (1986) stated that PBL emphasizes deep understanding and critical thinking skills through solving real problems, which can be more effective in a relaxed learning atmosphere.
3. Reducing Student Anxiety

   The Suggestopedia approach can help reduce students' speaking anxiety by creating a comfortable and non-stressful learning environment (Lozanov, 1978) and (Larsen-Freeman, 2000).
4. Increase Interaction and Collaboration

   PBL encourages interaction and collaboration between students in solving problems, which is strengthened by a harmonious atmosphere Suggestopedia (Barrows, 1986) and (Hmelo-Silver, 2004).
5. Increase Retention and Mastery of Material

   The use of music and relaxation in Suggestopedia can increase information retention, while PBL helps students master the material through practical application. (Lozanov, 1978) and (Hmelo-Silver, 2004).

2.13.2 Disdvantages of Teaching Speaking Trough Incorporating Suggestopedia in PBL

1. Requires More Intensive Preparation

   Combining these two methods requires more complex and time-consuming preparation, both in terms of material, music and relevant problem scenarios. (Hmelo-Silver, 2004) and (Larsen-Freeman, 2000).

2. Requires Special Facilities and Resources

   The use of music and the creation of a comfortable learning environment requires additional facilities and resources, which may not always be available. (Lozanov, 1978) and (Larsen-Freeman, 2000).

3. Challenges in Classroom Management

   Managing a class with a Suggestopedia approach that requires a calm atmosphere, while carrying out dynamic PBL, can be a challenge for teachers. (Hmelo-Silver, 2004) and (Barrows, 1986).

4. Student Adaptation to New Methods

   Students may need time to adapt to these unconventional learning methods, especially if they are used to traditional learning methods (Larsen-Freeman, 2000) and (Hmelo-Silver, 2004).

By considering these advantages and disadvantages, teachers can be wiser in implementing a combination of Suggestopedia and PBL in teaching speaking, ensuring that the benefits obtained can overcome existing challenges.

2.13.Concept of Preception

Perception is the process by which individuals organize and interpret sensory stimuli to give meaning to their environment. There are several definitions of perception according to experts (Robbins, 2013). Perception is the process by which individuals organize and interpret their sensory impressions to provide meaning to their environment. further (Krech and Crutchfield, 1962) Perception is a process that allows us to interpret and understand the world around us. whereas (Gibson, 1979) Perception is a process that is influenced by experience and the environment, where individuals capture information from their environment and organize it in a meaningful structure. Then (Atkinson and Hilgard, 1983) Perception is a process that occurs when a person filters, organizes, and interprets sensory information from the environment.

According to Gregory (1970) Perception is the process of interpreting sensory data based on previous experience and information in the brain. So it can be concluded

that perception is a complex process where individuals organize and interpret sensory information from their environment to give meaning to what they experience. Perception is influenced not only by the physical stimuli received, but also by previous experiences, expectations, and environmental context. This process allows us to understand the world around us and make appropriate decisions based on our interpretations.

2.14.Theorical Assumption

Integrating Suggestopedia, a method developed by Georgi Lozanov, into Problem Based Learning (PBL) can significantly improve speaking skills in language learning. Suggestopedia, which emphasizes a relaxed and positive learning environment to accelerate language acquisition, when combined with the collaborative, contextual, and real-world-oriented approach of PBL, can create a deep and engaging learning experience that promotes active language use and improves learners' speaking abilities .

If Suggestopedia is effectively combine into PBL, students' speaking skills improved more significantly compared to traditional language teaching methods. This approach was not only improve fluency and accuracy in speaking but also increase students' confidence and motivation to communicate in the target language. Integrating Suggestopedia into PBL also provides a comprehensive approach to teaching speaking skills that addresses the emotional and cognitive needs of learners. This synergy can result in a more effective and enjoyable language learning experience, ultimately resulting in improved speaking abilities.

2.15. Hypothesis

Setiyadi (2018) said a hypothesis is a statement about the distribution of a variable or the relationship between two variables being studied. There are two hypotheses proposed based on the research questions formulated in this study. The hypothesis in this research is:

1. There is a significant difference in students' speaking achievement after considering combining suggestopedia into problem based learning.
2. There is no significant difference in speaking achievement between those who combine suggestopedia and without suggestopedia into problem based learning.

Combining suggestopedia into problem based learning to improve students' speaking skills and make it easier for students to understand the material and be more confident in carrying out speaking. Working in groups and practicing speaking in turns improved students' ability to understand the material provided by the teacher.

This chapter has explained the Literature Review. The next chapter discussed this research method.

III. RESEARCH METHOD

This chapter presents the method used in this study. The research design, data source, variables, data collection instruments, data collection procedure, research procedure, data analysis, data treatment, scoring criteria, and hypotheses testing are explained below.

3.1.Design

With a quantitative approach, this study used an experimental design to examine the difference students' speaking achievement in delivering recount text between the incorporating suggestopedia in problem based learning to improve students' speaking achievement in delivering recount text and the original problem based learning to improve students' speaking achievement in delivering recount text. The two groups were given different treatments of the independent variable. The research design could be seen as follows:

Note:

G1: Experimental Group

G2: Control Group

T1: Pre-test

X1: Treatment with original PBL

X2: Treatment with incorporating suggestopedia in PBL

T2: Post-test

G1: T1 X 2 T2
G2: T1 X 1 T2

In addition, the experimental group was given a series of Likert scale questionnaires to collect data regarding student feedback on the application of adapted learning methods in speaking contexts. The questionnaire uses indicators related to speaking

proficiency, specifically fluency, pronunciation, grammar, vocabulary, comprehension. Each indicator is accompanied by five items.

3.2. Population and Sample

The source of data in research is the subject from which the data is obtained. The subjects of the research are people or objects that can provide information to answer the formulation of the problem. In this study, the writer selected students from Madrasan Aliyah Negeri (MAN) 1 Bandar Lampung in classes X2 and X3 during the second semester of the 2025/2026 academic year. X2 is the control class, and X3 is the experimental class.

3.3. Variables

This study included two variables: the independent variable (X) and the dependent variable (Y). The dependent variable is the primary variable in the investigation. This variable is a product of other interactions between variables involved in research (Setiyadi, 2018). Moreover, a dependent variable is also known as an output variable, which is influenced by the independent variable (Sugiyono, 2015). Besides, there is a variable that is used to influence the dependent variable, namely the independent variable (Setiyadi, 2018). It is supported by Sugiyono (2015), who argues that the independent variable causes changes in the dependent variable. The incorporation of suggestopedia into Problem Based learning (PBL) and the original PBL are considered the independent variables (X). Then, the dependent variable (Y) is the students speaking achievement in delivering recount text.

This study involves two main types of variables:

a. The independent variable (X) in this research is the incorporation suggestopedia into Problem-Based Learning (PBL) and the original (unmodified) PBL. These represent the teaching strategies or treatments applied to two different student groups. In this context, the incorporation of Suggestopedia into the PBL model

is assumed to influence students' speaking achievement, either positively or differently from the original PBL method.

b. The dependent variables (Y) in this study are the students' speaking achievement in delivering recount texts. This variable is measured through five speaking aspects: fluency, pronunciation, grammar, vocabulary, and comprehension. It serves as the primary indicator to assess the effect of different teaching methods on students' speaking performance.

This study is conducted to examine: (1) whether there is a significant difference in speaking achievement between students taught by using the Suggestopedia-modified PBL and those taught by the original PBL, (2) which speaking aspect shows the most improvement in both classes, and (3) how students perceive the use of Suggestopedia in modifying PBL. Therefore, this study investigates the influence of the independent variable on the dependent variables, and also explores the students' perception as a supporting aspect of the effectiveness of the instructional approach.

Table 3.1 of Variables

No	Variable Type	Variable	Indicators	Measurement Technique
1	Independent Variable	Teaching Approaches: a. Modified PBL with Suggestopedia b. Original PBL	Classroom implementation of teaching strategy.	Observation, lesson plan analysis.
2	Dependent Variable	Students' Speaking Achievement in Recount Text	1. Fluency 2. Pronunciation 3. Grammar 4. Vocabulary 5. Comprehension	Speaking test (pre-test and post-test) with analytical rubric.
3	Supporting Variable	Students' Perception	Students' opinions, feelings, and responses toward the learning method.	Questionnaire sheet.

3.4. Data Collection Instrument

To collect relevant data and answer the research questions, the researcher employed two quantitative data collection instruments: a speaking performance test and a questionnaire. These instruments were designed to measure the students' speaking achievement and their perceptions after being taught using the Suggestopedia-based modified Problem-Based Learning (PBL) and the original PBL.

1. Speaking Performance Test

   The speaking test answered research questions one and two and was administered in two stages: a pre-test before the implementation of the treatment and a post-test after the completion of the treatment. The test was designed to assess students' oral communication abilities in delivering recount texts, based on five major speaking components: fluency, pronunciation, grammar, vocabulary, and comprehension. Students were asked to perform a speaking task individually, and their performances were evaluated using an analytical scoring rubric. The comparison between the pre-test and post-test scores helped determine the extent of improvement in speaking achievement as a result of the teaching interventions.

2. Questionnaire

   The questionnaire answered research question number three and it was used to gather data related to students' perceptions of the teaching method, particularly the use of Suggestopedia in modifying PBL. It was distributed after the treatment to both experimental and control groups, with the aim of collecting feedback regarding the learning experience. The questionnaire consisted of several closed-ended statements using a five-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5). This instrument enabled the researcher to analyze the students' attitudes, interest, engagement, and perceived effectiveness of the learning model implemented.

3.5. Validity and Reliability of the Instrument

This section presents the validity of the test, validity of the questionnaire, reliability of the test and reliability of the questionnaire are explained below.

3.5.1. Validity of the Test

Gronlund in Brown (2004) said that Validity is the extent to which inferences made from the assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. There are some types of validity in determining the validity assessment result.

1. Content Validity

   Brown (2004) states that you can usually identify the content of Related Evidence observationally if you can clearly define your achievements measuring. In this research, writer have identified the syllabus/RPS. In addition, writer have prepared assignments before attending class, the materials used in this research were also discussed with the teacher in charge before being applied to students. Writer try to compose material based on the teaching objectives outlined in the RPS second semester of English subjects by honing the speaking skills of class X students at MAN 1 Bandar Lampung.

2. Construct Validity

   Brown (2004) stated that a construct is any theory, hypothesis, or models that attempts to explain phenomena in our universe or perception. In this research the writer attempted the students' result of speaking achievement by using Brown's theory of oral production test. There are five aspects that were scored in this research, fluency, pronunciation, grammar, vocabulary, and comprehension in the test scoring categories for speaking by (Brown, 2004).

3.5.2. Validity of the Questionnaire

The questionnaire was used to know students' perceptions of the techniques. It was used to gain data on students' perceptions in detail. The writer delivered the items in Bahasa Indonesia to the students. The items were delivered to the students were based on the stages of suggestopedia to modify PBL in teaching-learning activities.

Table 3.2 Students perception Questionnaire (Visser-Wijnveen, G. J. Et.al, 2016)

No.	Statements	Grading		
		Good	Average	Bad
Awareness				
1	I feel that learning with this method makes speaking recount text easier and more enjoyable. *Saya merasa bahwa belajar dengan metode ini membuat berbicara teks recount lebih mudah dan menyenangkan.*			
2	I feel that the use of this method provides me with a deep understanding. *Saya merasa bahwa penggunaan metode ini memberi saya pemahaman yang mendalam*			
3	I feel that this method facilitate my interaction with other students. *Saya merasa bahwa metode ini memudahkan saya berinteraksi dengan siswa yang lain.*			
4	I am familiar with this method carried out in learning activity.			

	Saya menjadi mengerti tentang penerapan metode yang dilakukan dalam kegiatan pembelajaran.			
5	I feel that this method encouraged me not to be satisfied with an explanation too quickly. *Saya merasa bahwa penerapan metode ini mendorong saya untuk tidak cepat puas hanya dengan mendengar suatu penjelasan.*			
6	I searched for answers to unanswered questions by my own. *Saya mencari sendiri jawaban untuk pertanyaan yang belum terjawab.*			
Past experience				
7	I feel that learning with this method offers many experiences for students. *Saya merasa bahwa belajar dengan metode ini menawarkan banyak pengalaman bagi siswa.*			
8	I learn to speaking recount text well through this method in groups. *Saya belajar berbicara teks recount dengan baik melalui metode ini dalam berkelompok.*			
9	I can practice critical thinking through learning with this method. *Saya bisa berlatih berpikir kritis melalui metode ini.*			
10	I developed an academic motivation through learning with this method.			

	Saya lebih termotivasi untuk belajar melalui penerapan metode ini.			
11	The teachers carried out their instruction adequately. *Guru memberikan instruksinya dengan baik.*			
12	It is important to me that my teacher implements this method in speaking activity. *Penting bagi saya agar guru saya menerapkan metode ini dalam kegiatan berbicara.*			
Knowledge				
13	I learn to develop a recount text through this method. *Saya belajar mengembangkan sebuah teks recount melalui metode ini.*			
14	The use of this method has increased my confidence in speaking. *Penggunaan metode ini telah meningkatkan rasa percaya diri saya dalam berbicara.*			
15	I gain a lot of knowledge when learning with this method. *Saya mendapatkan banyak pengetahuan saat belajar dengan metode ini.*			
16	I got the opportunity to hear about this method in teaching and learning process. *Saya mendapat kesempatan untuk memahami tentang bagaimana penerapan metode ini dalam kegiatan pembelajaran.*			
17	I became familiar with the learning outcomes.			

	Saya menjadi lebih memahami tujuan dan hasil belajar.			
18	I developed an accurate picture of what was speaker told me during learning activity. *Saya mengembangkan gambaran yang akurat tentang apa yang dikatakan pembicara kepada saya selama belajar.*			
Motivation				
19	The use of this method motivates me to collaborate in pairs. *Penggunaan metode ini memotivasi saya untuk bekerjasama dalam kelompok.*			
20	I feel that learning to speaking recount text with this method affects my interest in speaking. *Saya merasa belajar berbicara teks recount dengan metode ini mempengaruhi minat berbicara saya.*			
21	Learning with this method can increase my motivation to speaking recount text. *Belajar dengan metode ini dapat meningkatkan motivasi untuk berbicara teks recount.*			
22	I was inspired to learn more about speaking recount text. *Saya terinspirasi untuk belajar lebih banyak tentang berbicara teks recount*.			
23	My understanding of the recount text has increased.			

	Pemahaman saya tentang teks recount telah meningkat.			
24	I became enthusiastic about my involvement in the class during speaking activity. *Saya menjadi antusias dengan keterlibatan saya di kelas selama kegiatan berbicara.*			
	Social Interaction			
25	Learning to speak with this method is very suitable for group learning. *Belajar berbicara menggunakan metode ini sangat cocok digunakan dalam belajar berkelompok.*			
26	This method enhances group cooperation. *Metode ini dapat meningkatkan kerjasama dalam kelompok.*			
27	I believe students will help each other if the teacher uses this method. *Menurut saya, para siswa akan saling membantu apabila guru menggunakan metode ini.*			
28	The use of this method can make me interact with my teachers and peers. *Penggunaan metode ini dapat membuat saya berinteraksi dengan teman.*			
29	I came in contact with my teachers and pairs outside the class. *Saya berhubungan dengan guru dan teman-teman saya di luar kelas.*			

30	My participation in learning through this method was important. *Penting partisipasi saya dalam belajar melalui penerapan metode ini itu.*			
Comments:				

The indicators of each aspect of students perception, adapted by Visser-Wijnveen, G. J. Et.al (2016):

1. Awareness Aspect

Students are aware of the importance of speaking skills in delivering recount texts.

Indicators:

- Students are aware that speaking in English is an important skill to master.
- Students understand that delivering recount texts can practice their ability to tell stories coherently.
- Students are aware of the role of learning methods in helping them become more confident when speaking.

2. Past Experience Aspect

Students' previous experiences in learning speaking, especially delivering recount texts.

Indicators:

- Students felt nervous when asked to tell stories in English.
- Students feel that previous methods made them less active in speaking.
- Students have a more positive experience learning speaking with the current method.

3. Knowledge Aspect

Students' understanding of recount texts and good speaking techniques.

Indicators:

- Students know the structure of recount texts (orientation – events – reorientation).

- Students understand the importance of intonation, pronunciation, and pronunciation when delivering oral stories.
- Students can explain the steps used in the learning method being implemented.

4. Motivation

Students' enthusiasm for actively speaking and delivering recount texts during learning.

Indicators:

- Students feel motivated to practice speaking, even if they make mistakes.
- Students are enthusiastic about presenting in front of the class when sharing personal stories.
- Students feel challenged to improve their speaking skills through learning activities.

5. Social Interaction

Students' ability to collaborate and communicate when speaking or discussing recount texts.

Indicators:

- Students feel comfortable working in groups when discussing story ideas.
- Students actively provide comments or responses to classmates' presentations.
- Students demonstrate a willingness to share stories and personal experiences during speaking assignments.

After grouping the indicators of each aspect of students perceptions, It is a Likert scale-based questionnaire because it is the most common scale to measure ordinal data (Setiyadi, 2018). The scale categorical terms: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

Table 3.3 The point of Questionnaire Scale

Scale	Point
Strong Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

3.5.3. Reliability of the Test

Brown (2004) stated that a reliable test is consistent and dependable. Setiyadi (2018) stated that reliability is the consistency of a measuring instrument, or the extent to which the instrument can measure the same subject at different times but shows relatively the same results. Setiyadi (2018) also add that reliability is described statistically using correlation calculations by looking for a coefficient between 0 and 1, if the coefficient is close to 1 then the reliability is high. The writer examines the coefficient value between two ratters by seeing the standard of reliability proposed by Setiyadi (2018).

1. A very low reliability has range from 0.000 to 0.200.
2. A low reliability has a range from 0.200 to 0.400.
3. An average reliability has a range from 0.400 to 0.600.
4. A high reliability has a range from 0.600 to 0.800.
5. A very high reliability has a range from 0.800 to 1.00.

To see the result of the coefficient, the writer use Rank – order Correlation with the formula:

$$r = 1 - \frac{6\Sigma d^2}{n(n^2-1)}$$

Notes: r = the reliability of the test

n = the number of students

d= the difference of rank correlation

1 – 6 = the constant number

From all the reliability test above, it can be summarized that the test reliability is crucial for ensuring that a test consistently and dependably measures what it is intended to measure. A reliable test yields similar results when applied to the same subject under different conditions.

Table 3.4 Reliability of the Test (pretest)

Pretest Control Class

Intraclass Correlation Coefficient

		95% Confidence Interval		F Test with True Value 0			
	Intraclass Correlation[b]	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.975[a]	.952	.987	77.662	37	37	.000
Average Measures	.987[c]	.975	.993	77.662	37	37	.000

Pretest Experimental Class

Intraclass Correlation Coefficient

		95% Confidence Interval		F Test with True Value 0			
	Intraclass Correlation[b]	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.966[a]	.934	.982	57.185	35	35	.000
Average Measures	.983[c]	.966	.991	57.185	35	35	.000

The results of the reliability test, assessment during the pretest showed that both the control group and the experimental group had a very high level of assessor consistency, as indicated by the Intraclass Correlation Coefficient (ICC) value exceeding 0.95 on both single measures and average measures.

The control group obtained a slightly higher ICC value (0.975 for single and 0.987 for average) than the experimental group (0.966 for single and 0.983 for average), as well as a higher F value (77.662 vs. 57.185), but both had the same statistical significance ($p = 0.000$), indicating that the results were very significant and did not occur by chance. Thus, the assessment instruments used in both groups have proven to be very reliable and consistent, ensuring that the pretest data obtained can be used as a valid basis for analyzing the effectiveness of the treatment in the study.

Table 3.5 Reliability of the Test (posttest)

Posttest Control Group

Intraclass Correlation Coefficient

		95% Confidence Interval		F Test with True Value 0			
	Intraclass Correlation[b]	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.867[a]	.759	.928	14.014	37	37	.000
Average Measures	.929[c]	.863	.963	14.014	37	37	.000

Posttest Experimental Group

Intraclass Correlation Coefficient

		95% Confidence Interval		F Test with True Value 0			
	Intraclass Correlation[b]	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.857[a]	.738	.925	13.000	35	35	.000
Average Measures	.923[c]	.849	.961	13.000	35	35	.000

The results of the reliability test on the experimental class posttest showed consistency between assessors which was still in the very good category. The Intraclass Correlation Coefficient (ICC) value for Single Measures was 0.857 with a 95% confidence interval between 0.738 and 0.925, indicating that the assessment results between individuals were still stable and reliable. Meanwhile, the ICC value for Average Measures was recorded at 0.923 with a confidence interval of 0.849 to 0.961, which confirmed that the average assessor score provided high reliability. The F value of 13,000 with degrees of freedom df1 = 35 and df2 = 35 and a significance of p = 0.000 indicated that the results were statistically very significant and did not occur by chance.

When compared to the posttest results in the control class, the ICC value for the experimental class was slightly lower. The control class had a Single Measures value of 0.867 and an Average Measures value of 0.929, slightly higher than the experimental class. Similarly, the F value in the control class was larger (14.014) than the experiment (13.000), which indirectly reflects the slightly more stable inter-rater consistency in the control group. Despite the small differences, both still show strong reliability and are sufficient to be used in evaluating posttest results. Overall, both groups show very reliable assessment tools, and this relatively small difference in reliability does not reduce the validity of the data in assessing the effectiveness of the treatment. These data provide a strong basis for objectively comparing the development of post-intervention speaking skills in the two groups.

3.5.4. Reliability of the Questionnaire

The writer employed Cronbach's Alpha Coefficient to assess the consistency of questionnaire items since it was the most often used tool for examining questionnaire reliability. Cronbach's Alpha is used to assess internal consistency, namely the extent to which questionnaire items measure the same construct. In speaking research, students' perceptions of speaking ability, self-confidence, or the effectiveness of learning methods are latent constructs and cannot be measured directly. Therefore, several interrelated items are needed (Cronbach, 1951). The alpha runs from 0 to 1. The greater the alpha, the more trustworthy the questionnaire was. The writer utilized the post-test score to assess the questioner's reliability. Furthermore, to determine the categorization of reliability, the writer utilized the following scale:

a. Between 0.800 to 1.00 = very high reliability
b. Between 0.600 to 0.800 = high-reliability
c. Between 0.400 to 0.600 = moderate reliability
d. Between 0.200 to 0.400 = low-reliability
e. Between 0.000 to 0.200 = very low reliability

Table 3.6 Reliability of Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.927	.931	30

Based on the results of the reliability test analysis, which was conducted by the writer to see students' perceptions using inter-rater reliability test through the SPSS program, a Cronbach's Alpha value of 0.927 was obtained for 30 statement items in the questionnaire. This value indicates that the instrument used has a very high level of reliability. In statistical interpretation, a Cronbach's Alpha value above 0.9 is included in the very reliable category, which means that each item in the

questionnaire has good internal consistency and can be relied on to measure the variables studied. In addition, the Cronbach's Alpha Based on Standardized Items value of 0.931 further strengthens that the data obtained from this questionnaire is consistent and stable. Thus, the questionnaire used in this study is suitable for use as a data collection tool because it has met the reliability criteria.

3.6. Data Collection Procedure

This research data is in the form of students' speaking scores carry out dialogue related to aspects of speaking proposed by Brown (2004) that is; fluency, pronunciation, grammar, vocabulary, comprehension. At this stage, the writer carried out a pretest first, then followed by a post-test and treatment and finally a questionnaire. In collecting data, writer use the following steps:

1. Pre-test

   The purpose of the pretest is to measure the student's speaking ability achievements before treatment. The teacher provides time for discussions with his friends regarding topics given directly by the teacher. Here, the teacher also explains what students have to do, what type of discussion they have to show, and what aspects are assessed by the teacher. The test results are used to answer all questions in the research.

2. Treatment

   The treatment is implemented in 3 class meetings. Every meeting consists of 75 minutes. The teaching and learning process runs based on lesson plans that writer make based on procedures for using suggestopedia in PBL.

3. Post-test

   This test is given to students after treatment. It is common measure their achievement in presenting topics that have been prepared by the teacher with incorporating suggestopedia in. Just like in the pre-test, students discuss what has trigger question by the teacher been shown in the video in front of the class. This test is carried out on to see whether there is an improvement in students' speaking achievement after they are taught incorporating suggestopedia in

PBL. The results of students' speaking achievement are investigated and explained in this paper to answer first, and second research questions.

4. Questionnaire

   The purpose of the questionnaire is to collect data from students regarding their responses and feedback to the revised speaking teaching approach, which includes various elements such as speaking proficiency, specific sentence structure, content, spelling, mechanics, and vocabulary.

3.7. Research Procedure

The writer applied the following research procedures:

1. Determining the subject of the research

   The subject of this research is two group of students at MAN 1 Bandar Lampung. The sample of the research comprised 74 second-semester students from Class X2 and Class X3. Class X2 served as the control group with 38 students, while Class X3 served as the experimental group with 36 students. The two groups also had different levels of English language competence.

2. Selection of Materials

   The material used in this research was based on the English language curriculum applied at MAN 1 Bandar Lampung, in this case recount text, and was related to students' real-life contexts. The material was then implemented by incorporating Suggestopedia into Problem-Based Learning (PBL) to improve students' speaking achievement in delivering recount texts.

3. Administering the Pre-Test

   In this stage, the teacher provided instructions and simple examples related to the material. A pre-test was administered to measure students' initial speaking ability before the incorporation of Suggestopedia into PBL.

4. Treatment

   The treatment was conducted in both the control group and the experimental group. The experimental group was taught by incorporating Suggestopedia

into PBL. The first meeting discussed about factual recount, second meeting about imaginative recount and the last meeting about personal recount. Meanwhile the control group was taught using the conventional teaching strategy through the original PBL model to improve students' speaking achievement in delivering recount texts. The first meeting discussed about factual recount, second meeting about imaginative recount and the last meeting about personal recount.

5. Administering the Post-Test and Questionnaire

   After the treatment was completed, both groups were given a post-test as the primary data source. In addition to the post-test, the experimental group was also given a questionnaire as complementary data to measure the effectiveness of the modified teaching strategy implemented during the treatment.

6. Analyzing the Collected Data

   The collected data were analyzed using SPSS statistical software version 27.0. The analysis involved calculating the mean scores of the pre-test and post-test, as well as analyzing the questionnaire results. A t-test was employed to measure the improvement in students' speaking skills and to identify the differences in learning gains between the control and experimental groups.

3.8. Data Analysis

Speaking test is the performance assessment that is used as the instrument of this research and the questionnaire about the personality of the students. According to Brown (2004), test is a method measuring someone's knowledge, ability or performance in a given domain. To investigate the improving of students' speaking achievement, the writer uses speaking test as the instrument. At first, the pre-test is administered to the students to measure their 50 initial achievement in speaking and then the last after treatment, there is a post test. In scoring the students' speaking achievement, the oral proficiency scoring categories by Brown (2004) is used.

The second instrument that is used in this research is Questionnaire. According to Setiyadi (2018), one of the measuring tools that are often used in teaching and learning foreign languages is a questionnaire because this tool can be used in quantitative research and qualitative research. Questioner is used to measure the result of the students' personality and the questionnaire is administered before doing the pre-test. The questionnaire is in Bahasa Indonesia in order to avoid missinterpretation of the students about the questionnaire. The questionnaire is in close-ended questions with four option using Likert scale started with very agree to very disagree.

3.9. Data Treatment

Before utilizing the Independent Group T-test to explore the hypotheses set forward by Setiyadi (2018), three essential assumptions must be met:

1. The data are an interval.
2. The data are taken from a random sample in a population (non-absolute).
3. The data are distributed normally.

Thus, it is essential to find out the normality and the homogeneity of the test before having further analysis of the result.

3.9.1. Normality Test

The main goal of the normality test is to know whether the data are normally distributed or not. To determine the value, the writer utilized the Saphiro Wilk to analyze the data. Below is the formula:

$H0$: The distribution of the data is normal.
$H1$: The distribution of the data is not normal.

The level of significance used is 0.05. HO is accepted if the result of the normality test is higher than 0.05 (sign > 0.05).

Table 3.7 Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Control	.126	38	.135	.952	38	.104
	Experiment	.153	36	.034	.966	36	.316
Posttest	Control	.104	38	.200*	.962	38	.226
	Experiment	.127	36	.155	.956	36	.157

Based on the results of the normality test shown in the table, it can be concluded that the pretest and posttest data in both groups, namely the control group and the experimental group, are generally normally distributed. In the pretest data of the control group, the Shapiro-Wilk is 0.104, which are greater than 0.05, indicating that the data are normally distributed.

For the experimental group, the Shapiro-Wilk value of 0.316 (more than 0.05) indicates a normal distribution. Furthermore, the posttest data in the control group showed a Shapiro-Wilk value of 0.226, while the experimental group obtained values of 0.157. All of these values are greater than 0.05, which means that the posttest data from both groups are also normally distributed. Thus, all data in this study meet the assumption of normality, so that parametric statistical analysis can be applied.

3.9.2. Homogeneity Test

A homogeneity test must also be conducted before the data are processed. This test is run to see the similarity of the distribution between the two classes. The hypotheses are:

*H*0: The data is taken from two samples in the same variances. (homogeneous)

*H*1: The data is not taken from two samples with the same variances. (homogeneous)

The null hypothesis (HO) is accepted if the significant level of the test is higher than 0.05

Table 3.8 Homogeneity variances (Pretest)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest Control	Based on Mean	.655	7	21	.707
	Based on Median	.230	7	21	.973
	Based on Median and with adjusted df	.230	7	14.568	.971
	Based on trimmed mean	.604	7	21	.746

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest Experiment	Based on Mean	1.839	10	20	.118
	Based on Median	1.082	10	20	.419
	Based on Median and with adjusted df	1.082	10	9.736	.453
	Based on trimmed mean	1.800	10	20	.126

Based on the results of the Levene test displayed in both tables, it is known that the pretest data in the control group and the experimental group have homogeneous variance. In the control group, the significance values of various approaches such as based on the mean (0.707), median (0.973), median with adjusted df (0.971), and trimmed mean (0.746) are all above 0.05, indicating that there is no significant difference in variance between the data. Likewise in the experimental group, the significance values based on the mean (0.118), median (0.419), median with adjusted df (0.453), and trimmed mean (0.126) also all exceed 0.05. Thus, it can be concluded that the pretest data in both groups meet the assumption of homogeneity of variance, so that parametric statistical analysis can be carried out validly.

Table 3.9 ANOVA

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Pretest	Between Groups	2.127	1	2.127	.020	.887
	Within Groups	7584.468	72	105.340		
	Total	7586.595	73			

Based on the results of the ANOVA test in the table, a significance value of 0.887 was obtained, which is much greater than 0.05. This indicates that there is no

significant difference between the pretest scores of the control group and the experimental group. In other words, both groups are in equal initial conditions before being given treatment. The very small F value, which is 0.020, further strengthens that the average difference between the two groups is not statistically significant.

These results are closely related to the previous tables, namely the normality and homogeneity of variance tests, which show that the pretest data from both groups are normally distributed and have homogeneous variance. Therefore, the ANOVA test can be applied validly, and the results provide a strong basis that the comparison of posttest results will later truly reflect the effects of the treatment, not because of the initial differences between the groups.

Table 3.10 Homogeneity variances (Postest)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PosttestControl	Based on Mean	1.120	7	27	.379
	Based on Median	.738	7	27	.642
	Based on Median and with adjusted df	.738	7	22.273	.643
	Based on trimmed mean	1.100	7	27	.391

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PosttestExperiment	Based on Mean	1.172	8	26	.352
	Based on Median	.746	8	26	.651
	Based on Median and with adjusted df	.746	8	19.663	.651
	Based on trimmed mean	1.136	8	26	.373

Based on the results of the Levene test shown in both tables, it is known that the posttest data in the control group and the experimental group have homogeneous variance. In the control group, the significance values of various approaches, such as based on the mean (0.379), median (0.642), median with adjusted df (0.643), and trimmed mean (0.391), are all greater than 0.05, indicating that there is no

significant difference in variance between the data in the group. Likewise, in the experimental group, the significance values obtained from the four approaches, namely the mean (0.352), median (0.651), median with adjusted df (0.651), and trimmed mean (0.373), are also above 0.05. Thus, it can be concluded that the posttest data from both groups meet the assumption of homogeneity of variance, which means that the distribution of data between subjects in each group is uniform and parametric statistical analysis can be applied validly.

3.10. Hypotheses Testing

Hypothesis testing is used to prove the hypothesis in this research is accepted or not. The writer used Independent Sample T-Test in SPSS to find out the significant of students' speaking achievemeny.

The hypothesis is approved if the sig value is lower than 0.05. The formulation could be seen as follows :

Ho = There is no significant difference of the student's speaking achievement after the students' being taught using suggestopedia to modify PBL.

H_1 = There is significant difference of the student's student's speaking achievement after the students' being taught using suggestopedia to modify PBL.

The writer also analyzes what aspect of speaking students' enhances the most after they have been taught through incorporating suggestopedia in PBL to improve student's speaking achievement in delivering recount text. The writer used Paired Sample T-Test and it is calculated by using SPSS.

This chapter has discussed the method used in this study. The research design, data source, variables, data collection instruments, data collection procedure, research procedure, data analysis, data treatment, scoring criteria, and hypotheses testing.

V. CONCLUSION AND RECOMMENDATION

This final chapter the writer summarizes the main findings, consequences, and limitations of the study. Furthermore, it provides suggestions for English language educators and researchers on the application of the findings and addressing known issues. These insights aim to help educators improve their pedagogical approaches, assist learners in reducing language anxiety, and direct future research to investigate new aspects.

5.1 Conclusion

Based on the results of pretest and posttest data analysis, it can be concluded that the application of the modified Suggestopedia method into the Problem-Based Learning (PBL) model is significantly more effective in improving students' speaking skills compared to the use of conventional PBL. This is reflected in the greater average score increase of the experimental class (14.94 points) compared to the control class (8.84 points), supported by the results of the independent sample t-test which showed a statistically significant difference ($p = 0.000 < 0.05$).

The superior performance of the experimental class can be attributed to the integration of Suggestopedia, which complements the PBL framework by addressing not only the cognitive aspects of language learning, such as problem-solving and group articulation, but also the affective aspects. Through the use of music, visualization, and positive suggestions, Suggestopedia creates a relaxed and enjoyable learning environment that reduces learners' anxiety, builds confidence, and increases willingness to communicate—factors that are essential for the successful development of speaking skills.

When analyzed by sub-skills, the experimental class demonstrated the most notable improvement in the comprehension aspect, with the highest effect size (Cohen's d = 0.322) and a p-value approaching significance (p = 0.062). This suggests that Suggestopedia fosters deeper understanding and mental organization of language input, enabling students to process meaning more effectively. On the other hand, the control class showed more practical improvements in pronunciation and fluency, likely due to the conventional PBL model's focus on verbal practice and peer interaction.

In addition, student perception data reinforces these findings. The results of the questionnaire revealed very positive responses across five measured variables—awareness, past experience, knowledge, motivation, and social interaction—all of which scored above 23 on a 30-point scale. This shows that Suggestopedia-modified PBL not only supports academic achievement but also enhances students' emotional readiness and engagement in the learning process. By lowering the affective filter, increasing intrinsic motivation, and fostering a supportive classroom atmosphere, this approach leads to a more holistic development of speaking abilities.

In conclusion, the effectiveness of Suggestopedia-modified PBL is not solely due to instructional technique, but rather because it holistically nurtures both the cognitive and emotional dimensions of learning. As such, this method holds strong potential for wider implementation in EFL classrooms, particularly in contexts where students experience speaking anxiety or lack confidence in using English orally.

5.2 Recommendation

Several recommendations can be proposed for educators, curriculum developers, and future researchers to further optimize English speaking instruction using integrated approaches such as Suggestopedia-modified Problem-Based Learning (PBL). First, for English teachers, it is recommended to adopt this hybrid model in

their speaking classrooms, especially when teaching recount texts or similar narrative tasks. Teachers are encouraged to create a low-anxiety and joyful learning atmosphere, drawing from Suggestopedia's core principle of "joyful and relaxed learning." This can be achieved through the use of music, soft classroom settings, role-play, positive suggestion, and a warm teacher-student rapport. Simultaneously, by embedding these into the structured problem-solving steps of PBL, teachers can guide students toward meaningful language use while reducing psychological barriers that often hinder speaking performance.

Second, it is suggested that schools and institutions integrate this hybrid model into their broader curriculum or teacher training programs. Many existing English curricula, particularly in EFL contexts like Indonesia, still emphasize rote learning and grammar translation, which can demotivate students and limit real communicative competence. By incorporating Suggestopedia-modified PBL into the curriculum, schools can offer a more student-centered, engaging, and psychologically supportive framework. This approach not only fosters linguistic achievement but also contributes to students' holistic development by nurturing self-confidence, critical thinking, creativity, and collaboration—skills highly needed in the 21st century.

For curriculum designers and policymakers, it is recommended to provide adequate time allocation, learning resources, and flexibility in assessment methods to support this kind of innovative learn ing. Since PBL activities require longer exploration and Suggestopedia elements involve psychological preparation, the rigid pacing of conventional syllabi may need to be adjusted. Materials such as scripts, visual aids, background music, or interactive problem scenarios should be made available or adapted accordingly. Moreover, assessment strategies should not rely solely on test scores but also include observations of students' engagement, participation, and self-confidence growth.

Lastly, for future researchers, it is recommended to further investigate the long-term impact of Suggestopedia-modified PBL on various aspects of language learning beyond speaking, such as writing fluency, listening comprehension, or vocabulary retention. It would also be valuable to conduct studies across different age groups, educational levels, and cultural settings to examine the generalizability and adaptability of this hybrid model. In-depth qualitative data, such as interviews or classroom observations, could offer richer insight into students' emotional and cognitive experiences during such learning processes. Research comparing variations of PBL or other affective teaching methods integrated with Suggestopedia principles could also open new pedagogical possibilities.

In sum, this study advocates a transformative teaching practice that harmonizes cognitive rigor with emotional well-being, and it encourages stakeholders in education to move toward more empathetic, engaging, and effective instruction in EFL speaking classrooms.

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