

## ABSTRACT

### MODIFIED ROLE PLAY-BASED SUGGESTOPEDIA TO ENHANCE SPEAKING ACHIEVEMENT OF UNIVERSITY STUDENTS

By

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A teaching method has its drawbacks, however, if it is integrated with another method appropriately to cover its area of improvement, it will create a good method to achieve the teaching goals. Therefore, the study aims (1) to examine whether there is a significant difference in the students' speaking achievement after they are taught through the modified role play-based Suggestopedia, (2) to investigate what is the students' perception towards the implementation of the modified role play-based Suggestopedia (3) to know if there is a correlation between the students' perception and their speaking achievement in the modified role play-based Suggestopedia. This study is a one-shot study using an experimental class with 15 university students given a pre-test and a post-test to find out the significant difference in their speaking achievement before and after the treatment. They are also asked to fill in a questionnaire on the Google form to know their perception of the implementation of the modified role play-based Suggestopedia. The data were statistically analysed through the Paired Sample T-test and Pearson Product Moment Correlation in SPSS version 22 and scored through Microsoft Excel 2010 to obtain the findings.

The first finding shows that (1) there is a significant difference in the students' speaking achievement after they are taught through the modified role play-based Suggestopedia examining the increase of the post-test score after the treatment. The raw score t-value is 14.369 at the significant level of 0.001 which is lower than 0.05. The correlation between the post-test and pre-test is 0.727. The second finding (2) reveals that the students have a positive perception towards the implementation of the modified roleplay-based Suggestopedia because the mean score of the questionnaire perception is 4.70, categorized as positive. The third finding (3) shows that there is a negative correlation between students' perception of the implementation of the modified Suggestopedia and their speaking achievement. The correlation index is -0.291 at the significance 0.292 which means that there is a negative correlation between the students' speaking achievement and their perception.

**Keywords:** *Suggestopedia, Indonesian pedagogy, TEFL, Second Language Acquisition, Role Play, Speaking*