THE EFFECTIVENESS OF SUGGESTOPEDIA IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

Leni Zahratus Sya'adah

ABSTRACT

This research is entitled "The Effectiveness of Suggestopedia in Teaching Reading Comprehension of Narrative Text" this research is aimed at investigating whether or not suggestopedia is effective in teaching reading comprehension of narrative text. Besides, this research is also aimed to find out the students' responses to the use of suggestopedia in teaching reading comprehension of narrative text. A quasi-experimental design was employed in this research which consisted of two instruments: written test and questionnaire. The test consisted of pre-test in the first meeting and post-test after some treatments. The population of this research was the eighth grade students of MTs Misbahul Falah Pacet academic year 2014/2015, and the sample of this research was 46 students; each group consisted of 23 students. The experimental group was class 8A who was given treatments by using suggestopedia method and the control group was class 8B who was given treatments by using conventional method. The technique used in analyzing the data was t-test formula. It was used to compare the values of the means from two samples. With the df= $N_1 + N_2 - 2 = 23 + 23 - 2 = 44$, at p= .05 of two tailed (level of significance), the critical value of t is 2.021. From the calculation, the t-test value is 2.518. The t-obtained was bigger than t-table (2.518 > 2.021). It means the null hypothesis was rejected, while the alternative hypothesis was accepted that says: there is significant difference in the result between suggestopedia and the conventional method in teaching reading comprehension of a narrative text. The result also showed that this technique is effective. Furthermore, the result of questionnaire showed that the students liked learning reading narrative text by using suggestopedia. It made them comfort, enjoyed and fun and also easier in understanding the lesson. Thus, the writer can conclude that the students' responses to the use of suggestopedia in teaching reading comprehension of narrative text were positive. In other words, teaching reading comprehension of narrative text by using suggestopedia could improve students' achievement in their learning.

A. Background

Language is a tool for people to communicate and interact with each other. Language has the important roles in human's life. In the world there are a lot of languages used by people; one of mostly used language is English.

English is an international language. As an international language English is very important. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. As it is stated by Brown (2001:118) that:

English is increasingly being used as a tool for interaction among non active speaker. Well over one half of the billion English speaker of the world learned English as a second language or foreign language. Most English teachers' across the globe are nonnative English speakers, which mean that the norm is not monolinguals, but bilingualism.

There are four main language skills in English. Those are listening, speaking, reading and writing. All of the skills are important. In this study the writer focuses on one of those skills, it is reading.

Reading is an activity to get meaning of the text which involves the reader's knowledge and the text they read. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. The skill of reading is based ultimately on the recognition of written symbol. In addition Richards and Nunan (1990:87) says "reading is no longer viewed as a process of decoding, but rather as an integration of top-down processes that utilize background knowledge and schema as well as bottom-up processes that are primarily text or data driven."

Moreover, Reading is one of the important skills to be taught to the students because through reading students can get information from the text that can improve their knowledge. Teaching reading at school is aimed for improving students' reading comprehension. Reading comprehension is one of the language skills that taught at the eighth grade students of junior high school. Furthermore, the students often have difficulties in learning to comprehend the text such as they are not able to find main idea in the texts or passages, they also have difficulties to identify locating reference, making inference, finding factual information and identifying supporting idea from the texts or passages. These conditions affect the students' scores in learning reading English text.

Suggestopedia is a modern method developed in the 1975's by a Bulgarian psychiatrist educator, George Lozanov. According to Lozanov (1982:32), suggestopedia method is a method of teaching that seeks to help learners eliminate psychological barriers to learning. It is a method that relies on relaxation. The relaxation itself is created by comfortable atmosphere which includes psychological, educational, artistic, and music. The psychological relaxation is created by an attractive classroom such as arranging the chairs into U form or half circle form. Educational atmosphere is created by the teacher's dynamic personality to act out the material and to motivate the students. Artistic atmosphere is created by hanging the picture related to the material on the wall. The music atmosphere is created by using music from the tape as a core part of suggestopedia in creating the relaxation. From the idea of suggestopedia, the classroom environment will be set playfully and enjoyable during the learning process. The effect of this way, the students might feel relax in reading because they do not feel under pressure

to learn in the classroom in other words students will enjoy the learning without any fear. When the source of text is narrative, the students might enjoy reading the text by having the comfortable classroom setting by hearing the instrument music related to the story and interesting activity during the reading class.

Regarding to the reasons above, the writer considers for applying this method in teaching reading comprehension. Those, the participants of this study are the eighth-grade students of junior high school. Particularly, this study is conducted to know whether this method is effective or not in teaching reading comprehension of narrative text. Moreover, it is to find out the students' responses to the suggestopedia method. Finally, the writer hopes that the use of suggestopedia can improve the students' reading comprehension of narrative text and it can be one of the attractive methods to teach foreign language.

The research method which is used in this research is quasi-experimental method. According to Hatch & Farhady (1982:22), this method involves two groups of students; the experimental and the control groups. Both groups are taken as the examined group.

An experimental group refers to a group of students that will be treated by using suggestopedia method in learning process. While a control group refers to a group of students that will be treated by using conventional method.

B. Theoretical Foundation

This chapter discusses the theories that are relevant to the research. It consists of reading theory, reading comprehension, teaching reading, and main principle of suggestopedia, narrative text and teaching reading by using suggestopedia method.

Reading

Many definitions of reading come out along the time. Formerly, reading is regarded as one of English skills that need readers' interpretation from text. Teaching reading at school is aimed at improving students' reading ability to comprehend reading text. It means that the readers should comprehend the text when they are reading. Reading as one of the primary focuses in this paper has been defined in various statements by several experts. According to Grabe (2002:9) "Reading is the ability of drawing meaning and interpreting information in the printed page appropriately". Meanwhile, Johnston (1983:17) defines "Reading or reading comprehension as a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build the model of the meaning which is intended by the writer".

From the aforementioned definitions it can be said that reading is the process of interpreting written language in order to get the meaning from the author of what has been read.

Reading is one of important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. "Receptive is the way in which people extract meaning from the discourse they see or hear" (Harmer, 2001:199). Study reading is very important to the students, because there are many advantages from study reading. By reading, students will be able to increase their knowledge on culture. If students read every rule in written English from other country, they will know what other country is like. For instance reading novel from another country, they will get more knowledge about the other country with its culture. Students who study English do not only master of grammar or vocabulary but also master the culture of the target language. Although, they may learn about English words through the dictionary, they still need to learn the English culture, so the communication can be understood and avoid misunderstanding.

In addition, reading comprehension is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. In respect to this, Smith and Robinson (1980: 205) stated that "reading comprehension means the understanding, evaluating, and utilizing and ideas gained through an interaction between reader and author." While another explanation about reading comprehension as the main function in which people can communicate through a text is explained by Parris and Hamilton (2009:32) below:

> Understanding the meaning of the printed words and text is the core function of literacy that enables people to communicate message across time and distance, express themselves beyond gestures, and creates and shared ideas. Without comprehension, reading words is reduced to mimicking the sound of language, repeating text is nothing more than memorization and oral drill and writing letter and characters is simply copying or scribbling.

The explanation above describes the role of comprehension when reading a text that could express and create many ideas. In other words, it explains how essential the comprehension to decode a text.

Based on the levels of comprehension, the writer designed the test to measure the first level of comprehension because in narrative text, the students are expected to understand the content of the text, to judge the value or find the moral value of the story.

Teaching Reading

One of the teacher's main functions when training the students to read does not only persuade them of the advantages of skimming and scanning, but also to make them see that the way that read is important. According to Harmer (1998:68), there are six principles behind the teaching of reading, such as:

1. Reading is not a passive skill.

Reading is an active occupation which does not only need the reader to read aloud the combination of written words but also to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if they agree with them. Therefore the teacher should be able to create some reading activities which involve those things.

2. Students need to be engaged with what they are reading.

Teachers have to be able to make sure that the students are interested of the text because it is one initial step which indicates the students are involved with the text.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Getting meaning or message of the text in reading is important. The students have to be able to respond the message in some ways. The teacher also must give some opportunity to the students in order to get their own responses towards certain topic or issue. It can build the critical thinking of the students from their reading. It is especially important that they should be allowed to express their feeling about the particular topic.

4. Prediction is a major factor in reading

The teachers should give the students any "hints". It means that teachers have to be able to encourage students to think and predict what they are going to read. The moment when the students get the hints such as the book cover, the headline, what the article is about, photographs, etc,

5. Match the tasks to the topic.

Teacher should provide the related tasks to the topic that students are reading. The teachers need to choose good reading tasks and the right kind of questions, engaging, and useful puzzles etc, so the students will be excited in teaching and learning process.

6. Good teachers exploit reading text to the full.

Good teacher can integrate the reading text into interesting class sequences. The teachers are demanded to be able to explore the text to the full. So the reading activities will be varying and interesting.

Meanwhile, Alyousef (2005:23) suggests the following procedure teachers can take before reading a text.

> … Relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information.

These procedures demand the teachers to activate the students by helping them to recognize the knowledge that they already have about the topic of the text through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. It is the essential part in teaching reading as Harmer's principle stated that the teachers should be able to persuade the students making any predictions. The teachers can rely on the students' prior knowledge before they read about the certain topics. It aims to build the critical thinking between the text that they are going to read and the background knowledge of the students. Generally, this procedure is similar with Harmer's principles in which both teachers and the students have an important role in teaching and learning process in reading. Either the teachers should be active and creative in providing innovative reading activities or the students should be more responsive and critical to the certain topic of the text they are reading.

Suggestopedia

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how they learn most effectively. It was developed by a Bulgarian doctor and psychotherapies named George Lozanov in 1975's. According to Lozanov (1982:32) suggestopedia method is a method of teaching that seeks to help learners eliminate psychological barriers to learning. It is a method that relies on relaxation. This method deals with concentration and the states of relaxation of the human mind to reach a maximum apprehension of the taught material. The method is based on the power of suggestion in learning. Positive suggestion would make the learners more receptive, stimulate learning and music is central to this method.

Suggestopedia derives from the words suggestion and pedagogy. According to Schmid (1985:4) "Suggestion is a presentation of information that can be accepted by the mind." Whereas, according to Ali. M in Oxford dictionary (1982:323) pedagogy is defined as a study of teaching method. The most important objective of suggestopedia is to motivate more of students' mental potential to learn and which is obtained by suggestion.

According to Richard and Rodgers (2001:101) suggestopedia consists of several principal theoretical components that can help the suggestion process those are:

1. **Authority**: students remember best and the students are influenced when information comes from a teacher.
2. **Infantilisation**: learners may regain self-confidence in a relation of teacher and students like that of parent to child. In this case teacher's behavior is built to increase students' confidence.
3. **Double-planedness**: learning does not only come from direct instruction from teacher but also from the environment in which instruction takes places. It's mean that Double-planedness includes the information that comes from non-verbal actions of the teacher that affect the unconscious of the students.

4.   **Intonation, rhythm, and concert pseudo-passiveness**: varying tone and rhythm of presentation frees the instruction from boredom, and presenting linguistic material with music gets the benefit of the effect produce on body. So the use of music in suggestopedia as a suggestive tool is able to facilitate the students to be relaxed.

The suggestopedic cycle of teaching and learning is performed in four stages. Those are presented below:

1.   Presentation

The main aim in the presentation stage is to help the students to be relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. In this stage, to make the students relaxed, teachers arrange the students' seats in a comfortable way.

2.   First concert-"Active Concert"

In the first concert (active concert), the teacher involves the active presentation of the material to be learnt. For example, the teacher will read the text being studied and the students actively following the teacher's reading. Here the teacher uses some music and the students read the text in the harmony with the musical phrases. The musical compositions for the active session are emotional, with a wealth of melody and harmony.

In this session, the students get the translation and are informed that, while the teacher is reading, they are looking at the text and the translation and only listen to the music – not to try to memorize.

In reading, the teacher's voice should be harmonized with the nuances of the musical phrase. The diction should be pure and distinct, every word clear-cut and phonetically well molded. The voice should be well taken up in the resonance box. The reading should be slow, and rhythmical.

3.   Second concert-" passive review"

In the second concert (passive concert), the students are now invited to relax, close their book, and listen to some music, with the text being read very quietly. The music is specially selected to bring the students into the optimum mental state. It can be said that by listening to music, students can feel relaxed and enjoyed to learn. Then it can make the students smarter.

4.   Practice stage

The practice stage is given the day after the second concert. After the second concert the students will leave the class silently. They are not told to do any homework on the lesson they have just had except for reading it cursorily once before going to bed and again before getting up in the morning. In this stage teachers will not do something stressful for students practice. The teachers use a range of role play, etc. to review and consolidate the learning.

Narrative Text

Anderson and Anderson (1997:8) affirm that "a narrative is a piece of text which tells a story to inform and entertain the reader and listener". Narrative story is a story tells us about something interesting that has purpose to amuse or entertain the readers. According to Derewianka (2004: 40), entertain is the

essential goal of narratives, for example to achieve and to hold the reader' interest in a story. However, the purpose of narrative may also to teach or inform, to represent the writer's reflection on experience, and perhaps most important to nature and expand the reader's imagination.

There are some kinds of narrative text. According to Anderson and Anderson (1997:18) and Derewianka, (2004:40) there are many different types of narrative, those are: humor, romance, crime, legend, myth, fable, real-life, fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure.

Based on kinds of narrative text above, this research utilized romance, legend, myth, fable, and adventure story because it is suitable with students' basic knowledge. In this research the writer focused on one of kinds of narrative text that is fable.

In order to understand the narrative text, other aspects of the text have to be considered, that is the generic structure and language feature. The students should master the generic structure of narrative text before they read a narrative text, According to Derewianka (2004:40) narrative text consists of three structures, they are the orientation, complication, and resolution. While, the explanation can be seen below:

5.	Orientation

In this part the writer introduces the characters of the story, the time and the place the story happened.

6.	Complication

The problems or conflicts in the story are introduced in this part. A good narrative text will make the readers curious to know what will happen next.

7.	Resolution

Resolution is the part where the ending of the story appears. The resolution is containing the problem or complication solutions. In narrative text, the complication may be resolved for better or for worse.

Teaching Reading Narrative Text By Using Suggestopedia

As explained before that suggstopedia is a teaching method using music and pictures as a tool and giving a good suggestion to create relaxation and comfortable learning environment, Meanwhile, "suggestopedy…is an attempt to teach memorization techniques and is not devoted to the far more comprehensive enterprise of language acquisition." (Brown, 1994:62). Notwithstanding, suggestopedia is believed to have given some insights to language teachers on how the power of relaxed human brain can be used in teaching a language.

There are some rules that can be done by teacher to teach reading narrative text by using suggestopedia. The students first look at and discuss a new text with the teacher. In the second reading, students relax comfortably in reclining chairs and listen to the teacher read the text in a certain way. During the third reading the material is acted out by the teachers in a dramatic manner

over a background of the special musical form described previously. Then, Teachers should create situations in which learners are most suggestible and then to present material in a way most likely to encourage positive reception by learners. Then, the suggestion here is about the activities that can make students feel that learning is easy and fun. It is also believed that it can be taught to the students three times more quickly than a conventional method.

According to explanation the writer mentioned before, it could be drawn a conclusion that the goal of suggestopedia is building a good learning atmosphere which is easy and with on pressure by various ways and properties including music and comfortable room. Fostering the sense of trust between teacher and students in order to bring up students' confidence of learning, and face learning languages positively and not afraid of making mistakes and frustrations.

The Research Method

The method in this study is quasi experimental which is the data of pre-test and post-test administered to the experimental and control group. Hatch and Farhady (1982:24) stated that quasi-experimental method is practical compromise between true-experimentation and the nature of human language behavior which the writers wish to investigate. Quasi-experimental is selected because it is often used in classroom experiments when the experimental and the control group are arranged naturally and similarly as intact classes.

The experimental design in this study is described schematically as

following:

Table 3.1
Quasi-Experimental Design

sample	Pre- test	treatment				Post- test
Experimental group	XI e	T1	T2	T3	T4	X2 e
Control group	XI c	O	O	O	O	X2 c

Notes:

XI e: students' reading achievement of experimental group in pre-test

XI c: students' reading achievement of control group in pre-test

X2 e: students' reading achievement of experimental group in post- test

X2 c: students' reading achievement of control group in post-test

T: treatment by using suggestopedia method in learning process

From the table above, it can be seen that the experimental and control group get the pre-test in the beginning. It is conducted to know the initial ability of each group especially in their reading comprehension skill. Afterwards, the experimental group is given treatments by using suggestopedia method during the teaching and learning process for four times. While, the control group is given treatments by using the conventional method during the teaching and learning process. After the treatments both groups are given post-test. It is conducted to know whether or not the students who are treated by using suggestopedia method have the higher score than those who are taught by using conventional method.

Before the implementation of using suggestopedia method in comprehending narrative text, the pre-test carried out in the experimental group and control group to investigate the students' initial ability in reading comprehension of narrative text. In this pre-test the writer gives ten (10) test items which consists of five (5) multiple choices and five (5) matching items in order that gaining raw data.

In conducting the research, the writer acts as the teacher and facilitates the students in the classroom reading process. The writer arranges the classroom creatively, and uses any kind of media such as series of pictures, posters and tape recorder, speakers, LCD etc to the experimental group. The treatments will be held four times. The treatments use many kinds of media such as Tape recorder, speakers, series of pictures, role play etc for increasing the students' interesting in reading narrative text.

Finally, at the end of the research, the questionnaire is given to the students to investigate their own responses in learning reading comprehension of narrative text by using suggestopedia. Questionnaire is given to experimental group only. It consists of fourteen (14) questions.

In analyzing the data, at the first the writer collects the pre-test and post-test scores that have been given to the students.

The steps analyzing the data of the pre-test and post-test are shown as follows:

1. Analyzing the data of the students' achievement on pre-test and post-test each correct item is scored one, the score then tabulated.
2. According to Hatch and Farhady (1982:112), the formula for the standard error of differences between the mean is:

$$S\,(\overline{Xe} - \overline{Xc}) = \sqrt{\sqrt{\frac{Se^2}{Ne}} \sqrt{\frac{Sc^2}{Nc}}}$$

S refers to the standard deviation of the two groups
$\overline{X}e$ refers to mean of the experimental group
$\overline{X}c$ refers to mean of the control group

Se refers to the standard deviation of the experimental group
Sc refers to the standard deviation of the control group
Ne refers to the number of the experimental group
Nc refers to the number of the control group

After collecting the data, the writer does the following steps:

3. Computing the average scores, the standard deviation from each point of the pre-test given to the group.
4. Computing the average scores
5. Computing the post-test to find out the result of the use of suggestopedia method in teaching reading comprehension of narrative text.

Finding and Discussion

This chapter presents the findings of the research from pre-test, post-test and questionnaire. Then the writer also presents the process of giving treatments for the eighth grade students in MTs Misbahul Falah. The pre-test and post-test scores and questionnaire were analyzed to answer the research questions. Moreover, the discussion of the research is provided to elaborate the research findings.

The writer computed the pre-test scores through some steps which was adapted from L. Coolidge (2000:144). The steps were the followings below:

➢ Step 1: Calculating the $\overline{X}_1$ (the mean of the experimental group's scores)

$$\overline{X}_1 = \frac{\sum X_1}{N_1}$$
$$= \frac{1060}{23}$$
$$= 46,08$$

➢ Step 2: Calculating the $\overline{X}_2$ (the mean of the control group's scores)

$$\overline{X}_2 = \frac{\sum X_2}{N_2}$$
$$= \frac{1020}{23}$$
$$= 44,34$$

➢ Step 3: Calculating $\sum X_1^2$ (the sum of the square of the experimental group's scores)
$$\sum X_1^2 = 51800$$

➢ Step 4: Calculating $\sum X_2^2$ (the sum of the square of the control group's scores)
$$\sum X_2^2 = 50200$$

➢ Step 5: Calculating $(\sum X_1)^2$ (the square of the sum's scores of the experimental group)
$$(\sum X_1)^2 = (1060)^2$$

$= 1123600$

➢ Step 6: Calculating $(\sum X_2)^2$ (the square of the sum's scores of the control group)

$(\sum X_2)^2 = (1020)^2$

$= 1040400$

➢ Step 7: Calculating the total number of scores in each group

N_1 = 23 (the number of scores in group 1= Experimental group)

N_2 = 23 (the number of scores in group 2= Control group)

After the writer calculated the pre-test scores, the writer gave treatments to the students of experimental group by using suggestopedia method while the students of control group were given treatments by using conventional method. The treatments were conducted on January 11th – 21st 2015.

Regarding to the three objectives of the study stated in the chapter 1, there are (1) to find out the significant difference in the students' scores before and after treatment by using suggestopedia in teaching reading comprehension of a narrative text. (2) to find out the effectiveness of suggestopedia in teaching reading comprehension of narrative text and (3) to know the students' responses to the implementation of suggestopedia in the classroom. Thus, based on the findings of the study, there is significant difference in the students' scores before and after treatment by using suggestopedia in teaching reading comprehension of narrative text. It is proven by the result of the post test scores that shows the derived t is greater than that t-critical (2.518 > 2.021). It means that the use of suggestopedia is effective in teaching reading comprehension of narrative text. It can be concluded that the Null hypothesis (Ho) is rejected and the alternative hypothesis is accepted. It can be said that the use of suggestopedia brings the significant change in students' reading comprehension. As Berry (2005:23) stated about the level of reading comprehension, it can be seen that the students can reach successfully the reading comprehension achievement at the literal level. The students are able to find out what the writer said in the text, understand the content of the story of narrative text and answer the questions given by reading the text at glance.

Generally, the students were enthusiastic having a new temporary teacher. Indirectly, it could motivate and increase their spirit to learn English from the beginning, since most of the junior high school students tend to consider English as one of the most difficult subject matters. In addition, the students at MTs Misbahul Falah stated that some teachers in the school seldom bring some interests media into the class. So, the students feel bored and hard to learn English. Whereas media is one of important things to attract the students' attention in teaching and learning process. It is proven by students who were enthusiast and enjoyed the learning process by using music and picture.

However, based on the classification, there are some factors that affect whether the use of suggestopedia in teaching reading comprehension works successfully or not. During the treatments the writer found some factors such as

the selection of material, if the materials were familiar with the students, they will easy to get bored. While, if the materials were unfamiliar with the students, their enthusiasm to learn was higher. The next factor is the use of music and its volume, the selection of music and its volume affected to the students' condition. If the sound was low the students at the back will not able to hear the sound clearly, in contrast if the volume was high it could encourage the students to keep listening to the music which lead them into relaxed condition. The main learning media such as speaker also become a crucial matter. Not all school has the complete learning media in the classroom.

Based on the result above, it can be seen that most of the elements of suggestopedia successfully work to decrease students' barriers in reading comprehension. Moreover, the students also feel comfort, interested, relax and joyful.

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