IMPROVING STUDENTS' READING COMPREHENSION USING SUGGESTOPEDIA IN TEACHING NARRATIVE TEXT

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Abstract : Reading comprehension is the ability to process text, understand the meaning of the text and not what the reader knows. The ability of individuals to understand texts is influenced by their skills and their ability to process information. Seeing the importance of reading comprehension in the process of learning English from students, the researcher wanted to see how to use suggestopedia to improve students' reading comprehension. As is well known, suggestopedia is a learning method that aims to make students feel relaxed and relieve tension in learning. In this study, the researcher used a quantitative method by applying a one group pre-test and post-test design. The subjects in this study were students from Berea Tondano Junior High School in class VIII with a total of 20 students as a sample. In measuring the extent to which suggestopedia affects students' reading comprehension, the researcher uses a test that is given at the beginning and at the end of the treatment. As a finding, suggestopedia has a very positive effect on students' reading comprehension, which can be seen from the increase in students' scores from pre-test to post-test. In addition, suggestopedia has the following effects: (1) gives peace and relaxation; (2) pleasant or exhilarating; (3) accelerate the learning process; (4) emphasizes the development of language skills.

Keywords: *Reading Comprehension, Narrative Text, Suggestopedia, EFL*

INTRODUCTION

Language is the most crucial element of human relationship in terms of communication (Liando & Tatipang, 2022). A fable once said that

language indicates each of its nations. If we gave its meaning more thought, it might help us be wiser in tackling any situations where language and attitudes or behaviors of groups of language speakers are connected. Language is used by people to engage with one another and to communicate (Lumentut & Lengkoan, 2021). English has evolved into an international language in a large population. The majority of people in the globe use English to interact with those who speak other languages. As a result, it is crucial that pupils learn and are taught English. English is an international language used to communicate between countries around the world (Tatipang et al., 2022). In this era of globalization, where culture and information from other countries can quickly enter through social media, English is a very vital language to learn. In the Indonesian school curriculum, the ability of a student to communicate in English is one of the skills that must be developed (Tatipang et al., 2021). This is because later students can find learning that uses the language plus it becomes an additional value for the abilities that students have (Liando, 2009)

Students, teachers, materials, teaching techniques, and evaluation are at least five of the most crucial elements in language instruction (Liando et al., 2021). To accomplish the teaching objectives, every aspect of language instruction must function properly. The job of the teacher in education requires that they be both educators and professional teachers (Manggo et al., 2022). They must also provide students with content that is appropriate for their requirements, use the best way to accomplish their goals, and use evaluation as a tool to gauge their abilities. The setting and the role of the learner both play a significant effect in how well education goes (Paranduk et al., 2020). The teacher must be skilled in selecting the best presentation strategy for the material. Additionally, the use of the

right teaching and learning methods that the teacher offered to the pupils received a favorable response.

Additionally, there are various challenges that teachers have that have an impact on the pupils, such as the fact that many students struggle with foreign vocabulary whereas teachers often know the subject matter inside and out (Andries et al., 2019). They didn't apply the proper methods to facilitate student motivation for learning and interaction. These elements have a significant impact on English teaching. There are a number of elements that affect this condition, including: 1) Students did not pay attention to the professors' vocabulary-learning methods and procedures. 2) The absence of engaging and useful vocabulary-related media for kids. Three) Some pupils were uninterested in learning English because they thought it was difficult. These elements may affect the pupils' grasp of words. However, in fact, there are still a lot of students who still find it difficult to express their opinions either orally or in writing (Marianca et al., 2022). This refers to the students' mastery of vocabulary is still very lacking, besides that students' ability to read is also low and has an impact on their limited vocabulary. This problem is certainly an obstacle for students to improve their skills not only in reading but also other skills (Songbatumis, 2017).

Suggestopedia was used by the author for this investigation. Suyadi, (2021) describes a way of teaching a foreign language that encourages pupils to feel at ease, enthusiastic, and engaged in the subject. The Suggestopedia technique aids and modifies how pupils learn (Lisnawati & Suyadi, 2020). Students received more relaxed conditioning, which affected their confidence in the learning process. It was built into the room in a way that made it comfortable for them, and a happy, upbeat atmosphere was created to encourage this strategy. Additionally, they were exposed to the use of classical music as a medium. All of these

activities were carried out to show kids that learning English is simple and enjoyable (Frasiska et al., 2021).

The writer is interested to use suggestopedia in teaching English through a research with a title "Improving Students' Reading Comprehension using *Suggestopedia* in teaching Narrative Text". Based on the explanation above, the researcher is interested to analyze the reading comprehension of the students in SMP Berea Tondano in the academic year of 2021/2022.

RESEARCH METHODOLOGY

Research Design

Research method is a scientific way to obtain data with a specific purpose and use. The research method is a way of working to research and understand objects with reasonable and logical procedures and there is valid data acquisition. In this study, the researchers conducted a quantitative study using a pre-experimental design method of one group pretest-posttest type (initial test-single group final test). The experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions (Arikunto, 2010). The research method that the author uses is a pre-experimental research design.

Data Collection

In conducting this research, the writer has some steps in order to do the research clearly. The steps of the research procedure can be seen as follow:

1. Choosing the sample classroom
2. Making the preparation
3. Giving pre-test

4. Analzing the pre-test

5. Giving treatment (Suggestopedia)

6. Giving post-test

7. Analyzing the post-test

8. Making the conclusion

9. Writing the final report

Data Analysis

In analyzing data, the writer used mean score formula:

(Sukardi, 2003)

Where:

x̄ as Mean Score

Σx as Total Score

N as Number of Students

Three factors emerged from the formula: mean score, total score, and number of students. By dividing the total score by the number of students, the mean score was calculated. Number of students is the total number of students in the class, and total score is the sum of the students' test results.

FINDINGS AND DISCUSSION

The writer calculated the differences between the mean scores of the pre-test and post-test after completing the pre-test through post-test process. Twenty eighth-grade SMP Berea Tondano students make up the sample for this study. The writer conducted an observation before the research was done and discovered that the kids had difficulty learning English.

Suggestopedia was used by the author to address a student's issue. The students took a pre-test, which was composed of 10 questions, before the researcher used the Suggestopedia approach to teach narrative text to determine their level of basic comprehension. The author discovered that the pre-mean test's score was 49.5.

The writer performed the treatment after administering the pre-test. Suggestopedia was used as a learning tool while the kids were receiving treatment. The writer then administered a post-test to gauge the pupils' comprehension following the intervention. The post-test had ten questions, and the author discovered that the average score was 75.5. The writer then computed and compared the facts they had gathered. The computation is displayed below.

Table 1. Students T1 (Pre-Test) and T2 (Post-test) scores

Number of Students	Pre-Test	Post-Test
1	40	90
2	40	70
3	50	70
4	50	70
5	60	70
6	40	70
7	30	80
8	60	70
9	40	70
10	30	70
11	50	70
12	40	90
13	40	80
14	60	80
15	60	70
16	70	80
17	60	80
18	60	80
19	60	70
20	50	80

According to the information in the table above, two students had the lowest scores of thirty and one (1) student received the maximum score of seventy (70) on the pre-test (30). On the other side, two (2) students had the highest post-test score of 90, while eleven (11) students received the lowest score of 70. (70). Results indicated that the students' reading comprehension had improved as a result of using Suggestopedia, with post-test data (75.5) exceeding pre-test data (49.5).

Table 2. Frequency Matrix of Pre-Test

Scores	Tally	Frequency	Percentation
70	I	1	5%
60	IIII II	7	35%
50	IIII	4	20%
40	IIII I	6	30%
30	II	2	10%

20 students who took the pre-test and received scores from the test are shown in the table above. One (1) student received the highest score of seventy (70), or (5%), followed by seven (7) students who received sixty (60), or (35%), four (4) students who received fifty (50), or (20%), six (6) students who received forty (40), or (30%), and two (2) students who received thirty (30), or (10%). Pre-test frequency distribution is shown in the picture below.
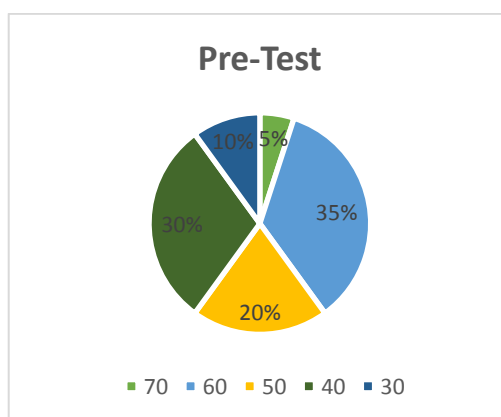

Figure 1. Pre-Test Percentage

After calculating pre-test, the writer continued the research by calculating the score of post-test that presented in table 3.

Table 3. Frequency Matrix of Post-Test

Scores	Tally	Frequency	Percentage
90	II	2	10%
80	IIII II	7	35%
70	IIII IIII I	11	55%

The result of post-test that has been presented on table above, showed that the achieved score from 20 students. The highest score was ninety (90) that achieved by two (2) students or (10%), seven (7) students got eighty (80) or (35%), and eleven (11) students got seventy (70) or (55%). The frequency distribution of post-test presented in figure below.
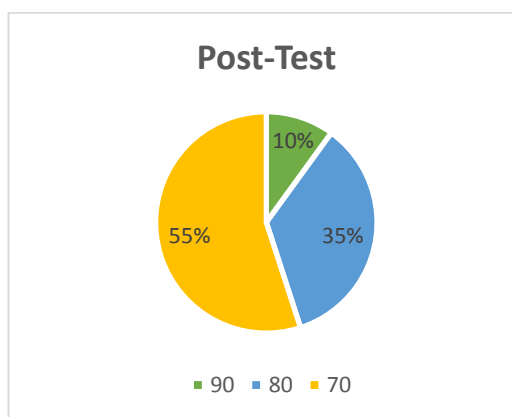

Post-Test

10%   35%   55%

■ 90 ■ 80 ■ 70

Figure 2. Post-Test Percentage

Based on the presented data above, the writer has summarized the results of pre-test and post-test to make the comparison from the conducted research. The data presented in table 4.

Table 4. Recapitulation Data of Pre-Test and Post-Test

SCORE OF	PRE-TEST	POST-TEST
SUM	990	1510
MIN	30	70
MAX	70	90
MODE	60	70
MEAN	**49.5**	**75.5**

The data from this research were provided based on the above recapitulation. The mean score on the pre-test was 49.5. The overall score (SUM) was 990, with seven students earning a total of sixty (60) out of a possible ninety (90). Two (2) students received the minimum score of 30, while one (1) student received the maximum score of 70. Following that, in the post-test, the mean score was 75.5, the students' cumulative score (SUM) was 1510, and eleven (11) students received the highest score of 70. (70). Eleven (11) students received the minimum score of 70, while two (2) students received the top score of 90. As final result, the mean score of post-test (75.5) was higher than the mean score of pre-test (49.5).

Discussion

There are many reasons why English is very important in education in Indonesia. One of them is as an introductory medium in seeking knowledge globally (Manuas et al., 2022). With the rapid development of information and communication technology globally, many use websites or information sources, most of which use English as the language of instruction (Pali & Rando, 2020). If we are faced with a situation where we need to access one of these information and we are still unable to speak English, then we will also have difficulty absorbing the available information so that the information we get will not be complete and access to the information we need at that time will be difficult.

Another thing that makes English very important to learn is that this language is an important key when we want to continue our education to a higher level both at home and abroad (Liando et al., 2022). Many countries have set English as the official language of the country. This means that many schools and universities set English language skills as a patent requirement for students who will continue their education. Thus, the higher a student's ability to speak English, the higher the opportunity he will get to continue his higher education.

Therefore, in this research, to explain more about the important about English specifically in Educational fields, the researchers tried to cover one of the important skills which is reading comprehension. The writer collected data from the students' pre-test and post-test after using Suggestopedia in her research. The outcome revealed that the post-test score was greater than the pre-test. It implies that the class VIII of SMP Berea Tondano pupils' reading comprehension can be improved by the use of Suggestopedia in the learning process.

Pre-test results indicated that the mean score was 49.5. The writer discovered that the kids were having difficulties and found it challenging for them to respond to the questions. Reading comprehension is the process of concurrently constructing and extracting meaning from written language, according to Snow's definition from 2002. The students won't be able to respond to the question if they are unable to develop their own understanding of the text's meaning. To help the students grasp and be able to comprehend a reading material, especially narrative language, so that they can enjoy the learning activity, the author employed Suggestopedia in her research.

The post-test results revealed that the mean score was (75.5), while the pre-test result was (49.5). The difference in the post-test mean score from the pre-test indicated that there had been progress from the

pre-test to the post-test. Before the author applied to Suggestopedia, the average score was (49.5), and after the application, it was (75.5). Finally, Suggestopedia was found to be successful in enhancing class VIII pupils' reading comprehension at SMP Berea Tondano.

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