

USING SUGGESTOPEDIA METHOD IN READING COMPREHENSION

Nina Sri Astuti¹, Eny Syatriana², Andi Asri Jumiaty³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: August ,20 2022 Revised: October ,29 2022 Accepted: November ,23 2022 Published: April 29,2024</p> <p>Keywords: Method Suggestopedia Reading Comprehension</p>	<p>This research aimed to know whether Suggestopedia as Method can improve students reading comprehension especially at literal comprehension (main idea) and interpretative comprehension (conclusion) in the Second Grade Students of Madrasah Aliyah Guppi Samata. The researcher applied Pre-Experimental method with use one group pre-test and post-test design and collected data by giving pre-test and post-test. The sample for this research was Class XI of Madrasah Aliyah Guppi Samata that consisted of 15 students. The sample was taken by using Purposive Sampling Technique. The researcher wanted to know the students' ability in reading comprehension so that, the researcher found that too much students when pre-test got poor score. The improvement of the students' literal comprehension by using Suggestopedia Method at Second Grade of Madrasah Aliyah Guppi Samata was good. Suggestopedia method brings good effect in reading comprehension because with using Suggestopedia, the students be active, relax, and not afraid in the class, the students' can improve reading skill, and can help students to stimulate good mental condition. Meanwhile, the improvement of the students' interpretative comprehension by using Suggestopedia Method at Second Grade of Madrasah Aliyah Guppi Samata was good. The effect of suggestopedia method in reading comprehension in term of interpretative comprehension help students to stimulate students' good mental condition before the students' answer the questions.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Astuti, N. S., Syatriana, E. ., & Jumiaty, A. A. (2024). Using Suggestopedia Method In Reading Comprehension . English Language Teaching Methodology, 4(1), 75-88. https://doi.org/10.56983/eltm.v4i1.1336</p>	
<p>Corresponding Author: Nina Sri Astuti English Education Department Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: ninasria@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

Language was a communication tool to convey information to others. Without language, communication will be difficult to established. There are two types of communication: verbal and non-verbal communication. Owen in Setiawan (2006:1) language

can be defined as socially acceptable code or a conventional system for conveying concepts through the use of symbols and desired combination symbols governed by a condition.

The process of teaching and learning language, especially English, was very important. In Indonesia, English was a foreign language. Whereas, in other countries English has become a second language. Therefore, that language was being an international language. The use of it must continue to be improved. In the field of education, the mastery of English skills must continue to be improved. There are four important skills that need to be mastered They are reading, writing, speaking and listening. It aims to help us learn things related to English. Harmer (2007) explained they are speaking, listening, reading, and writing. Reading was one of the language skills included in the receptive skills category where we know it means to accept because reading skill was a skill that functions to obtain information in written form. The current millennial era, being a teacher requires extra creativity to keep students interested in learning. If students are interest in learn then the transfer of knowledge will be easier. There are various methods used to attract students' attention. One method was the Suggestopedia method. Suggestopedia was an appropriate language learning methods because it stimulates mental intelligence to support the achievement of learning objectives. Suggestopedia method provides learning motivation to foster student enthusiasm to learn. Besides that, the usual suggestopedia method uses media where its images and audio will stimulate students' intelligence. Xue (2005), that focuses on the way to take care of the link between mental potential and brain. It's terribly applicable to use in teaching reading for young language learners. The purpose of using the suggestopedia method was to make students feel relaxed in accepting the lesson. Relaxed mental conditions will make students comfortable in the process of transfer the knowledge. Its method uses memorization techniques.

Previous research discusses the use of suggestopedia in the application of reading comprehension using descriptive texts. Meanwhile, this study will apply descriptive text. There are some problems that are often experienced by students when reading descriptive texts. Only some students are able to pronounce reading well. Even the intonation of students in reading descriptive text was less skill. Some students cannot understand the meaning of descriptive reading.

According to the issue, the researcher choosed Madrasah Aliyah Guppi Samata as a place to conducted of the research, especially at the second years. The researcher had ever volunteer there. Based on the observations, Madrasah Aliyah Guppi Samata has never used the suggestopedia method in process of learning english. In addition, many students are shy and afraid to learned english as well as other factors that cause these students to experiences difficult to learn english.

Based on the problem above, the researcher decided to conduct pre experimental research under the title “Using Suggestopedia Method in Reading Comprehension” pre-experimental research at the second years of Madrasah Aliyah Guppi Samata.

RESEARCH METHOD

This research used pre-experimental design. Pre-experimental was that the simplest type of research design. one group was studied at two time point, one before some treatment and one after the treatment. Changed within the outcomes of interest were presumed to be results of intervention or treatment. No control or comparison group was used.

RESULT AND DISCUSSION

The findings of the research presented deal with the result of Using Suggestopedia method in reading comprehension. The researcher got the date of the pre-test and post-test. Pre-test and post-test was a test consisted of five questions that focus to know the students' abilities before and after using suggestopedia as a method in reading comprehension. The researcher was divided into two variables such as: literal comprehension especially mind idea and interpretative comprehension especially conclusion. The sample in this research focus on 15 students at the second grade of Madrasah Aliyah Guppi Samata.

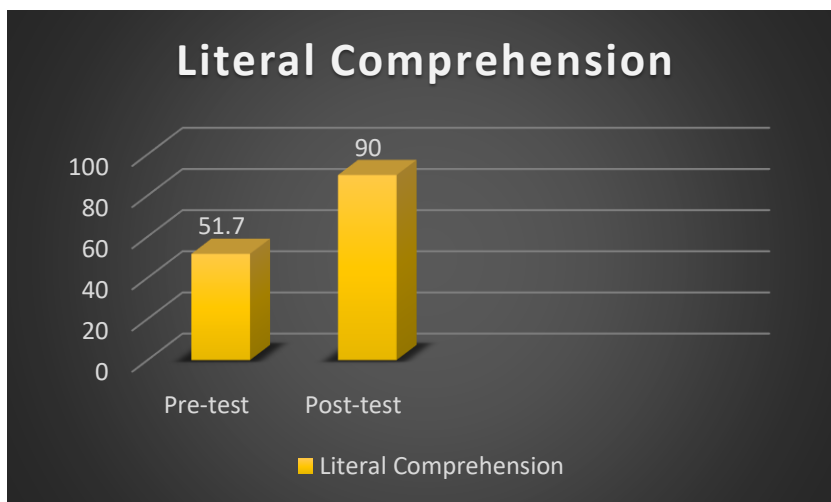
1. The Students' Abilities in Reading Comprehension

The result of the students' abilities in Reading comprehension using suggestopedia method in pre-test and post-test. The result in pre-test and post-test was differences. The test of pre-test was some test to measuring the students' abilities before the researcher given treatment using suggestopedia method. While, the test of post-test was some test to know the students' abilities after the researcher given treatment using suggestopedia method. The result of the students' it shows that clearly as follows in the table:

Table 1 The Students' Literal Comprehension

No.	Literal Reading Comprehension	The students' score		Improvement (%)
		Pre-test	Post-test	
	Mind idea	51.7	90	74%

Based on the table 4.1 above, it shows that the students' score of literal comprehension 74% from the students' improvement in post-test after the researcher given the students' treatment using suggestopedia method in reading comprehension. The mean score of the students' result in pre-test were 51.7 which to be 90 percentages the result of pre-test and post-test as follows:



Graphic 1 The Students' Abilities in Literal Comprehension

Improvement the students' literal reading comprehension from the result of pre-test with the mean score was 51.7 to the result of post-test with the mean score was 90 and the improvement of pre-test to post-test was 74%.

Classification of the students' literal reading comprehension in term of mind idea

Table 2 The Classification of Students' Literal Comprehension

No	Classification	Score	Literal Comprehension			
			Pre-test		Post-test	
			Freq	Perc (%)	Freq	Perc (%)

1.	Excellent	96	-	1	6.67	10	66.67
		100					
2.	Very Good	86	-	-	-	-	-
		95					
3.	Good	76	-	-	-	-	-
		85					
4.	Fair Good	66	-	3	20	4	26.67
		75					
5.	Fair	56	-	-	-	-	-
		65					
6.	Poor	46	-	7	46.67	1	6.67
		55					
7.	Very Poor	00	-	4	26.67	-	-
		45					
TOTAL				15	100 %	15	100 %

Based on the table above it shows that classification the students' score of literal comprehension in term of mind idea from pre-test. There were 1 (6.67%) the students' got excellent category, 3 (20%) the students' got fair good category, 7 (46.67%) the students' got poor category, 4 (26.67%) the students' got very poor category. While, the result of students' post-test there were 10 (66.67%) the students' got excellent category, 4 (26.67%) the students' got fair good category, 1 (6.67%) the students' got poor category.

2. The Students' Ability in Interpretative Comprehension in Term of Conclusion

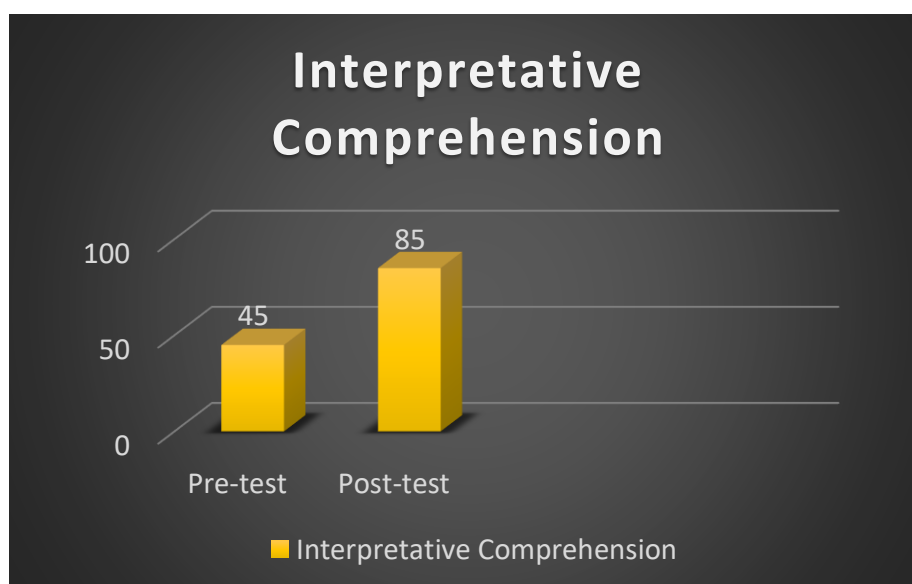
The students' ability in interpretative comprehension using suggestopedia method in this research that there was a changed in the students' abilities. The result of interpretative comprehension was different in pre-test and post-test. The findings of this research was from the result of the test. The test of pre-test was some test to know the students' abilities still low understand about the conclusion before the researcher given treatment using suggestopedia method. After the researcher applied the students' treatment with suggestopedia the abilities

of the students' about how to make the right conclusion was good. The result of the students' it shows that clearly to follows in the table:

Table 3 The Students' Interpretative Comprehension

No.	Interpretative Comprehension	The students' score		Improvement (%)
		Pre-test	Post-test	
	Conclusion	45	85	88.9%

Based on the table 4.1 above, it shows that the students' score of interpretative comprehension 88.9% from the students' improvement in post-test after the researcher given the students' treatment using suggestopedia method in reading comprehension. The mean score of the students' result in pre-test were 45 which to be 85. percentage the result of pre-test and post-test as follows:



Graphic 2 The Students' Ability in Interpretative Comprehension

Classification of the students' literal reading comprehension in term of mind idea.

Table 4 The Classification of Students' Interpretative Comprehension

No.	Classification	Score	Interpretative Comprehension			
			Pre-test		Post-test	
			Freq.	Perc.	Freq.	Perc.
1.	Excellent	96 – 100	-	-	7	46.67
2.	Very Good	86 – 95	-	-	-	-
3.	Good	76 – 85	-	-	-	-
4.	Fair Good	66 – 75	2	13.33	7	46.67
5.	Fair	56 – 65	-	-	-	-
6.	Poor	36 – 55	8	53.33	1	6.67
7.	Very Poor	00 – 35	5	33.33	-	-
TOTAL			15	100 %	15	100 %

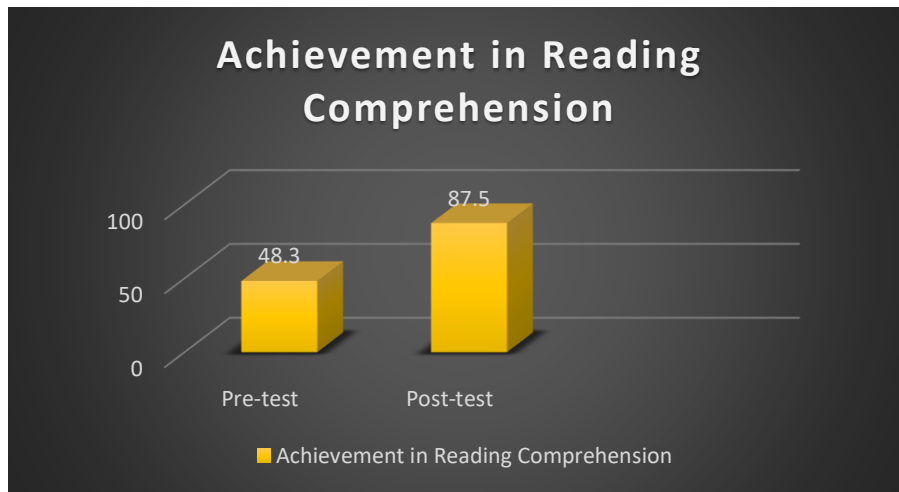
Based on the table above it shows that classification the students' score of interpretative comprehension in term of conclusion from pre-test. There were 2 (13.33%) the students' got fair good category, 8 (53.33%) the students' got poor category, and 5 (33.33%) the students' got very poor category. While, the result of students' post-test there were 7 (46.67%) the students' got excellent category, 7 (46.67%) the students got fair good category, and 1 (6.67%) the students' got poor category.

3. The Students' Achievement in Reading Comprehension by Using Suggestopedia Method

Table 5 Improvement of Reading Comprehension

No	Indicators	Mean Score		Students' Improvement (%)
		Pre-test	Post-test	
	Literal Comprehension and Interpretative Comprehension	48.3	87.5	81.1 %

Based on the table above, shows that the mean score by students' improvement in reading comprehension especially literal comprehension (mind idea/specific information) and interpretative comprehension (conclusion) by using suggestopedia as a method. The result of pre-test the mean score 48.3 (Poor) meanwhile the result of post-test mean score reached 87.5 (Very Good). So, the students' improvement of reading comprehension between pre-test and post-test was 81.1%. Percentages the result of students' improvement as follows:



Graphic 3 The Students' Achievement in Reding Comprehension

Classification of students' achievement in reading comprehension.

Table 6 The Classification of Students Achievement in Reading Comprehension

No	Classification	Score	Reading Comprehension			
			Pre-test		Post-test	
			Freq.	Perc.	Freq.	Perc.
1.	Excellent	96 - 100	-	-	6	40
2.	Very Good	86 - 95	-	-	5	33.3
3.	Good	76 - 85	-	-	-	-
4.	Fairly Good	66 - 75	-	-	2	13.3
5.	Fair	56 - 65	4	26.7	2	13.3
6.	Poor	36 - 55	7	46.7	-	-
7.	Very Poor	00 - 35	4	26.7	-	-
TOTAL			15	100 %	15	100 %

Based on the table above it shows that classification the students' score of reading comprehension in term of literal comprehension and interpretative comprehension. There were 4 (26.67%) the students' got fair categories, 7 (46.67%) the students' got poor category, and 4 (26.67%) the students' got very poor categories. While, the result of students' post-test there were 6 (40%) the students' got excellent categories, 5 (33.33%) the students got very good categories, and 2 (13.33%) the students' got fair categories

4. Hypothesis Testing

The research hypothesis was tested by using inferential analysis. In this research, the researcher used t-test. T-test was a test to measuring the significant differences between the result of the students' mean score in pre-test and post-test. The researcher used degree of freedom ($df = N-1$, where $N =$ Number of subject (15 Students') while the value of t-table was 2.145 the t-test statistical analysis for independent sample was applied.

Table 7 The Comparison of T-Test and T-Table Score of Students' Reading Comprehension

Indicators	T-Test	T-Table	Description
Mind Idea			
	8	2.14	Significant
Conclusion	4.7	2.14	Significant
X	12.7	2.14	Significant

The table above shows that, the result of t-test was the higher than the result of t-table. The result of t-test in literal comprehension (mind idea) was greater than t-table ($8 > 2.14$). The result of t-test in interpretative comprehension (conclusion) was greater than t-table ($4.7 > 2.14$). So, the result of calculating t-test of the students' indicators in literal comprehension and interpretative comprehension was greater than t-table ($12.7 > 2.14$).

The result of t-test was greater than t-table. The students' result in variable of reading comprehension was ($18.9 > 2.14$). it means that, null hypothesis (H_0) was rejected and

alternative hypothesis (H_1) was accepted. The significance different result of the students' literal comprehension and interpretative comprehension in reading using suggestopedia method after the researcher given the students' treatment.

If the t-test was higher than t-table at the level of significance 0.00 and degree freedom (df) 15 ($N-1=15-1$). Therefore, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected in contrary. If the result of t-test was lower than the result of t-table at the level of significance 0.05 and degree freedom 14, than the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

A. Discussion

The findings of the result can be explained clearly about the students' improvement reading comprehension using suggestopedia method. The Suggestopedia Method was one of the fun learning methods and increases students' abilities and enthusiasm for learning. Besides that, the relaxed mental condition and motivation of students to learned reading comprehension affects achievement results. In this research, the researcher found out the students' can improve their abilities in reading comprehension by using Suggestopedia Method. The methodology of this research was pre-experimental research. Based on the data shows that the implementation of suggestopedia method in reading comprehension at The Second Years of Madrasah Aliyah Guppi Samata was significance effected after the researcher analyzing the result of t-test and t-table.

The mean score of the students after the researcher implementation suggestopedia as a method in reading comprehension was better than before the researcher given treatment. Before the researcher conducted the treatment, the knowledge of students related to reading comprehension was very poor categories and after the researcher given the students' treatment, students' knowledge related to reading comprehension increase significantly to good category.

1. The students' literal comprehension using suggestopedia method

The students' literal comprehension was supported by the mean score of the students on pre-test and post-test in mind idea and specific information was 51.7 and 90. before the

researcher applied suggestopedia method. The students could not decide clearly identification mind idea and specific information.

After the researcher calculating result of the students' indicator of literal comprehension especially mind idea. The result of pre-test, there were 1 (6.67%) the students' got excellent categories, 3 (20%) the students' got fair good categories, 7 (46.67%) the students' got poor categories, and 4 (26.67%) the students' got very poor categories. While after the researcher given the students' treatment using suggestopedia method there were 10 (66.67%) the students got excellent category, 4 (26.67%) the students' got fair good category, 1 (6.67%) the students' got poor category.

Based on the findings above, the data collection shows that the result of students' literal comprehension was significance improved the students' ability after the researcher given treatment. The data on the table 4.1 showed that the result of students' literal comprehension was improved 74% from the mean score in pre-test 51.7 to post-test 90. it means that the result of post-test higher than the result of students' pre-test. So, it can be conclusion, suggestopedia method can be improved the students' literal comprehension. This research related to the second research conducted by Deavy Murfita Safitri and Dian Novita. The title of the research was *Suggestopedia Method as an effective method in teaching reading comprehension for senior high school (2020)*. The researchers used qualitative research. This research to found out the effectiveness suggestopedia method in teaching reading comprehension. The researchers focus to X grade at SMK Walisongo 1 Gempol. The researchers found out significant positive effect to increase reading comprehension.

2. Students' interpretative comprehension using suggestopedia method

The students' interpretative comprehension support by conclusion of the students' pre-test and post-test in conclusion was 45 and was 85 before the researcher applied suggestopedia method. The students cannot decide made the conclusion clearly.

After the researcher calculating result of the students' indicator of interpretative comprehension especially conclusion. The result of pre-test, there were 2 (13.33%) the students' got fair good categories, 8 (53.33%) the students' got poor categories, 5 (33.33%) the students' got very poor categories.

Based on the findings above using suggestopedia method. The data collection shows that the result of students' interpretative comprehension was significance improved the students' ability after the researcher given treatment. The data on the table 4.3 showed that the result of students' interpretative comprehension was improved 88.9 % from the mean score in pre-test 45 to post-test 85. it means that the result of post-test higher than the result of students' pre-test. So, it can be conclusion that suggestopedia method can improved the students' interpretative comprehension. This research related to the third research conducted by Adi Candra, Yuneva, and Elva Utami. The title of the research *Improving the Students' Reading Comprehension Through the Use of Suggestopedia Method (2020)*. This research to find out improving students reading comprehension using suggestopedia method. The researcher focus to second grade students of SMA Pesantren Pancasila Bengkulu. The researcher found out suggestopedia method can improve the students' reading comprehension of narrative text.

The conclusion about the research above, suggestopedia method was method in learning process can increase the students' ability in reading comprehension using descriptive text. In this research, the researcher used suggestopedia method in difference text. The researcher used suggestopedia method into found out how suggestopedia method improve reading comprehension using descriptive text.

CONCLUSION

Based on the result of data analysis of findings and discussion in the previous chapter, the researcher concludes:

The students' improvement of literal comprehension using suggestopedia method as a method at The Second Years of Madrasah Aliyah Guppy Samata was good. Suggestopedia method was the method make the students relax during learning process. Good mental condition effected the performance of the brain to increase the students' literal comprehension.in term of mind idea. From the findings of previous chapter, the result of t-test in literal comprehension was greater than the result of t-table. It means that, there was significance difference ability of the students' literal comprehension between before the researcher given the students' treatment after the researcher given the students' treatment using suggestopedia method.

The students' improvement of interpretative comprehension using suggestopedia method as a method at The Second Years of Madrasah Aliyah Guppi Samata was good. Suggestopedia method help the students' good mental condition to get knowledge and help the students relax during learning process. Good mental condition helps the students' to stimulated brain potential to answered the conclusion. The finding of previous chapter, the result of t-test in interpretative comprehension was greathers than the result of t-table. It means that, there was significant differences ability of the students' interpretative comprehension between before the researcher given the students' treatment and after the researcher give the students' treatment using suggestopedia.

Conclusion about this research, suggestopedia method was one method in learning process to help the students in reading comprehension. Suggestopedia method help the students' to relaxed for max retention of fabrics and relaxed concentration to input big quantity of materials. Besides that, students' motivation and students' interesting also very important to students' achievements.

REFERENCE

- Ana Widyastuti. 2017. *Anak Gemar Baca Tulis*. Jakarta: Rajawali Pers.
- Brown, Douglas H. 2021. *Teaching by Prinsiples: an Interactive Approach to Language pedagogy*. San Fransisco State University: Longman.
- Cahyono. 2011. *Teaching Language Skill and Language Components*. Malang: state university of malang press.
- Candra, Adi., dkk. 2020. *Improving Students' Reading Comprehension Through the Use of Suggestopedia Method*. Edu-Ling Journal
- Depdikbud. 1990. *Petunjuk Pelaksanaan Proses Belajar Mengajar dan Petunjuk Pelaksanaan System Penilaian*. Jakarta:Depdikbud.
- DePorter, Boby. 2008. *Suggestopedia*. Mediawiki. On July 20, 2020.
- Gay, L.R. 2006. *Educational Research Competences for Analysis and Application*. Columbia: Clures E Marri Publishing Company.
- Grabe, W., Stoller, F.L. 2013. *Teaching and Researching Reading, Second Edition*. Taylor and Francis. On 02 August 2020.
- Hamra, Syatriana, E. 2010. *Developing a Model of Teaching Reading Comprehension for EFL Students'*. Teflin Journal.
- Harmer, Jeremy. 2007. *How to Teach English*. Essex: Pearson Educational Limited.
- Hukniati Anggi. 2019. *The Effect of Language Experience Approach on Students Reading Comprehension Achievement*. English Education Program Tarbiyah and Tadris. State Institute of islamic studies. Bengkulu.
- James Berry, *Level of Reading Comprehension*, 2005. <http://www.sc4.edu>

- Kharismawati, Ragil. 2014. *Suggestopedia method in Teaching and Learning Process*. Retain.
- Klingner, J. k., Vaughn, S. and Boardman. A. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Lica, Gabriela Mihaila. 2008. *Suggestopedia: A Wonder Approach to Learning Foreign Languages*. Assian EFL Journal.
- Maleki, Atallah. 2005. *A New Approach to Teach English as A Foreign Language: The Bottom-Up Approach*. Assian EFL Journal: English Language Teaching and Research Article. 27 July 2020.
- Mikulecky. 2011. *Identifying Correlation Between Reading Comprehension Strategies Instruction and L2 Text Comprehension*. New York: Pearson Education.
- Nurhadi. 2016. *Teknik Membaca*. Jakarta: PT. Bumi Aksara.
- Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: ANDI
- Pollard, Andrew. 2007. *The UK's Teaching and Learning Research programme: Finding and Significance*.
- Rahim, Farida. 2005. *Pengajaran Membaca di Sekolah Dasar*. Bumi Aksara.
- Safitri, Deavy Murfita., Dian, Novita. 2020. *Suggestopedia Method as an Effective Method in Teaching Reading Comprehension for Senior High School*. Internasional Journal of Integrated Education.
- Setiawan. 2006. *Kelebihan dan Kekurangan Pembelajaran Group Investigation*, on July 17, 2020.
- Subana et. Al. 2005. *Statistik Pendidikan*. Bandung: Pustaka Setia.
- Sumadayo, Samsu. 2011. *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu.
- Sung Hyung, M. 2003. *The Effect of Interesting Text on The Reading Comprehension of Korean College EFL Students. A Comparison of Seductive Details and Interesting Elaborations*. Ed.D. Dissertation, The University of Texas, Austin, USA.
- Syatriana, E. 2011. *Developing the students' reading comprehension through cognitive reading strategies of the first year students of SMAN 16 Makassar*. Unpublished master's thesis. Indonesia
- Taringan, Hendry Guntur. 2008. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Xue, Jinxiang. 2005. *Critical review on suggestopedia. Division of language and communication*. On July 17, 2020.