

**TEACHING READING COMPREHENSION BY USING SUGGESTOPEDIA IN NARRATIVE
TEXT OF THE ELEVENTH GRADE STUDENTS
AT SMA NEGERI 12 PALEMBANG**

THESIS



BY

DWIANA JUANITA

NIM. 372018003

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

2022

**TEACHING READING COMPREHENSION BY USING SUGGESTOPEDIA
IN NARRATIVE TEXT OF THE ELEVENTH GRADE STUDENTS
AT SMA NEGERI 12 PALEMBANG**

THESIS

Presented to

Universitas Muhammadiyah Palembang

In Partial Fullfilment of the Requirements

For the Degree of Sarjana in English Language Education

By

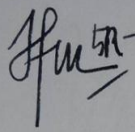
Dwiana Juanita

NIM. 372018003

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2022**

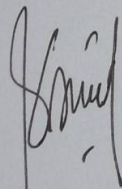
**This thesis is written by Dwiana Juanita has been certified to be
examined**

**Palembang, 31 Agustus 2022
Advisor I,**



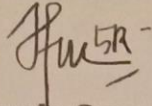
Kurnia Saputri, S.Pd., M.Pd

**Palembang, 31 Agustus 2022
Advisor II**

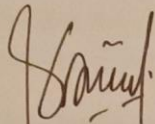


Dwi Rara Saraswaty, S.Pd., M.Pd

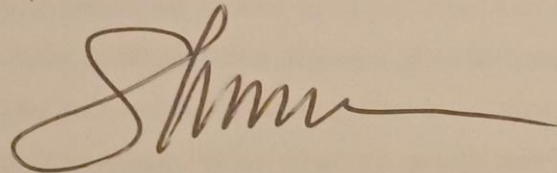
This is to certify that Sarjana's thesis of Dwiana Juanita has been approved by the board of examiners as one of the requirements for the Sarjana Degree in English Language Education.



Kurnia Saputri, S.Pd., M.Pd., Chairperson

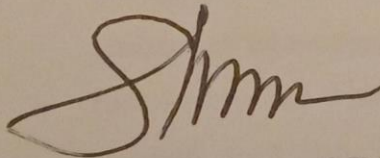


Dwi Rara Saraswati, S.Pd., M.Pd., Member



Masagus Sulaiman, S.Pd., M.Pd., Member

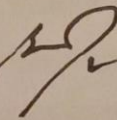
Acknowledged by
The Head of
Education Study Program,



Masagus Sulaiman, S.Pd., M.Pd

NIDN. 0203107901

Approved by
The Dean of FKIP UMP English



Dr. Rusdy A. Siroj, M.Pd

NIDN. 0007095908

MOTTO AND DEDICATION

Motto :

There are many sad days. But rather than sad days, we hope to have better days. That's what makes us live. That's what makes us dream. That's what drives us to desire for something.

- Kim Namjoon.

Dedication :

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are :

My beloved parents, Alm Mohdnur and Nuraini. Thank you for your love, pray, support, motivation.

My beloved sister and my brother in law, Rizky Aprilia Putri and Pebriyanto, who always give me support all the time..

My beloved Advisors, Kurnia Saputri S.Pd.,M.Pd and Dwi Rara Saraswaty . Who always guide me to finish this study.

All of my lecturer in Faculty of Teacher Training of English Study Program of Universitas Muhammadiyah Palembang.

My beloved friends, Desty Lylyatmy, Dewi Kurnia, Ardah Apsyah, Pitriyanti, Novianti. Thank you so much being my support system for everything.

My beloved Partner PI gengs, Tri Nurhidayanti, Rully Nurul Anisya, Winda Wilyanti, Diah Kumalasari.

To all my classmates English Education'18, thank you for all the sweetest moment, thank you for giving me unforgettable days.

For everyone who have helped and give me support whose name cannot mentioned one by one.

ABSTRACT

Juanita, Dwiana. 2022 Teaching Reading Comprehension by Using Suggestopedia in Narrative Text of the Eleventh students grade at SMA Negeri 12 Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisor (1) Kurnia Saputri, S.Pd., M.Pd (2) Dwi Rara Saraswaty, S.Pd., M.Pd.

Keywords : teaching, reading comprehension, and suggestopedia.

The problem of this thesis was: Is it Effective to teach reading comprehension in narrative text of the Eleventh grade students of SMA Negeri 12 Palembang by using suggestopedia? This study used a True Experimental method where the way of this method compare of two groups namely the experimental and control group. The sample was 60 students who were taken by non random sampling. The instrument used to collect the data were pretest and posttest the data collected through test. It was calculated by using SPSS 22. The data were analyzed by using t-test, the paired sample t-test. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected, because t-obtained (7.690) exceeded, highest that t-table (0.2441) and p (0.01) \leq (0,05). It can be stated that teaching reading comprehension by using suggestopedia in narrative text of the eleventh grade students at SMA Negeri 12 Palembang was more effective than teaching reading comprehension through conventional method.

ACKNOWLEDGEMENT

Praise and gratitude it to Allah SWT, the lord of universe for his mercy, bless, and salvation to finish this thesis. Peace and blessing be upon our big prophet Muhammad SAW, his families, his companion and his followers until the end of time.

This thesis was written to fulfill one of the requirements for attending the Sarjana Degree examination at English Education Study Program, Language, and Education Departement Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. This thesis was written based on the research which is entitled “ Teaching Reading Comprehension by using Suggestopedia in Narrative Text of The Eleventh Grade Students at SMA Negeri 12 Palembang.

First of all, the writer of research would like to express deepest gratitude to Kurnia Saputri, S.Pd, M.Pd as the first advisor and Dwi Rara Saraswaty, S.Pd, M.Pd as the second advisor for their valuable advise, information and gave a lot guidance during writing this thesis. Secondly, grade and gratitude to be express to the Dean of Faculty of Teacher Training and Education Study Program and all the lecturers who taught her during study in this institution.

Finally, dearest thankfull would be expressed to her beloved parents, sister and brother, best friends for their love, support, encouragement and prayer. The reporter of the research hopes this thesis might give some benefits to all of us. However, this thesis is still far from being perfect and therefore any criticism and suggestion are always welcome.

Palembang, August 2022

DWJ

	Pages
TITLE.....	i
AGREEMENT PAGE.....	ii
APPROVAL PAGE.....	iii
MOTTO	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT	vi
CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF APPENDICES.....	x

CHAPTER I INTRODUCTION

A. Background	1
B. Formulation of the Study.....	4
C. Objective of the Study.....	4
D. Significance of the Study.....	4
E. Hypotheses	5

CHAPTER II LITERATURE REVIEW

A. Reading.....	6
1. Reading Comprehension.....	7
1.1 Levels of comprehension in Reading.....	8
1.2 Purpose of Reading.....	9
1.3 Problem of Reading.....	9
2. Narrative Text	10
2.1 Features of a Narrative	11
2.2 Grammatical and Language features of Narrative.....	11
2.3 Sample of Narrative Text.....	12

2.4 Purpose of Narrative Text	13
3. Suggestopedia.....	14
3.1 Characteristic of Suggestopedia.....	15
3.2 Teaching of Suggestopedia	16
3.3 Theoretical Components of Suggestopedia	17
3.4 Advantages and Disadvantages of Suggestopedia	18
3.5 The Procedure of Teaching Reading Comprehension by Using Suggestopedia	19
3.6 The Procedure of Teaching Reading on Narrative Text by Using Suggestopedia in Experimental Class	20
B. Previous Related Studies	21

CHAPTER III RESEARCH METHODOLOGY

A. Method of Research.....	22
B. Operational Definitions	23
C. Population and Sample.....	23
D. Instrument of the Research	24
E. Variable of the Research	26
F. Technique for Collecting the Data	27
G. Techniques for Analyzing Data.....	28

CHAPTER IV FINDINGS AND INTERPRETATION

A. Findings.....	29
1. The Result of Students Pretest Score in the Experimental Group	
2. The Result of Students Posttest Score in Experimental Group	31
3. The Result of Students Pretest Score in Control Group.....	32
4. The Result of Students Posttest Score of Control	

Group.....	34
5. The Differences between Pretest and Posttest of the Experimental Group.....	35
6. The Differences between Pretest and Posttest Score in the Control Group.....	37
B. Interpretation of the Study.....	39
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	40
B. Suggestion	40
REFERENCES.....	42
APPENDICES	44

Tables :	Pages
1. The Population of the Study.....	23
2. The Sample of the Study.....	24
3. The Specification of Test Items.....	25
4. The Scores of Try out of students.....	27
5. The Result of Students Pre-test Score in Experimental Group.....	30
6. The Result of Students Post-test Score in Experimental Group.....	31
7. The Result of Students Pre-test Score in Control Group.....	33
8. The Result of Students Post-test Score in Control Group.....	35
9. The Differences between Pre-test and Post-test of Experimental Group..	37
10. The Differences between Pre-test and Post-test score in Control Group..	39

LIST OF APPENDICES

APPENDICES

1. Surat Keputusan Dekan FKIP UMP
2. Surat Permohonan Riset
3. Surat Keterangan Penelitian
4. Laporan Kemajuan Bimbingan Skripsi
5. Surat Permohonan Ujian Skripsi
6. Surat Persetujuan Ujian Skripsi
7. Surat Tugas Penguji Ujian Skripsi
8. Undangan Ujian Skripsi
9. Daftar Hadir Dosen Penguji
10. Bukti Telah Memperbaiki Skripsi
11. Rencana Pelaksanaan Pembelajaran (RPP)
12. Lampiran Soal
13. Answer Key
14. Curriculum Vitae
15. Documentating

CHAPTER I

INTRODUCTION

This chapter presents: (A) Background, (B) Formulation of the problem.
(C) Objective of the study, (D) Significance of the study, (E) Hypotheses of the study.

A. Background of the Study

One of the English language skill that need to be mastered by the students is reading, which may lead learners of English as a foreign language enriching their knowledge. Having a good understanding of reading English text may trigger learners to get better information especially broadening vocabulary, strengthening the knowledge of grammar, comprehending text, and knowing kinds of text by reading intensively and continuously. According to Basaraba (2013, p.3) Reading is a complex process that requires different building-block skills. To comprehend the text, the students must be able to construct the meaning internally from interacting with the material that is read. As a result, they are expected not only be able to read the text but also to master reading with comprehension.

Therefore, reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose. Some students in learning english get some difficulties in reading, more specifically comprehending reading text for the students of Senior High School in Palembang city. Reading is one of four important language skills that should be mastered and obtained by students. Reading can be a stepping stone for students to be successful in their studies and in their life. The ability to read will guide students to gain new knowledge, enjoy the beauty of literature, and do daily things, for example: reading newspapers, magazines, novels, maps, manuals instruction, and books.

According to Dalman (2014, p.5) Reading is an activity or cognitive process that seeks to find various information contained in writing. It means that reading is a thought process to understand the content of the text read. Unfortunately, how to teach reading has not been given due care in some schools. In the past, according to the traditional view, reading begin with the child's mastering the names of the letters, mastering the letter sound relationships then learning some easy words in isolation and finally reading simple stories highly controlled vocabularies. The important of reading is

fundamental to functioning in today society. There are many adults who cannot read well enough to understand the instructions on medicine bottle. That is a scary thought especially for their children. Filling out applications becomes impossible without help. Reading road or warning signs is difficult. Even following a map becomes a chore. Day to day activities that many people take for granted become a source of frustration, anger and fear.

Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. There are some problems of the students in reading. The first, the students do not understand which one the main of the text. It seems that while the teacher asks the students to determine the main idea, they assume that the title of the text is the main idea. The second, the students difficult to get the information with detail of the text. While the teachers asks the students to comprehend what is the content of the text with general, they just read the first sentence in every paragraph of the text. The third, the students lack vocabulary.

It seems while the students read the text, they do not know the meaning of the words contained in the text by using the dictionary and translating word by word, it was made the students misunderstand in interpreting the meaning of the text. Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. Suggestopedia is a method that have a physical surroundings and the classroom atmosphere.

Indent, the students can be relaxed, having fun, and comfortable in teaching learning process. Suggestopedia is a teaching method which was developed by a Bulgarian doctor and psychotherapist, Georgi Lozanov. It is involvet physical activities, educational, artistic and musical, and students must be comfortably relaxed in learning process by soft music or classical as the background. The teacher brings the material and motivate for students. To make the classroom comfortable in reading process without students difficult to get ideas from the text. Futhermore, Georgi Lozanov (2012) cited in ori (2005) Suggestopedia is a method of teaching a foreign language in which students learn quickly by being made to feel relaxed, intersted and positive. The method is developed because of the argument that the student naturally face psycholological barries to learning. The teacher could apply the suggestopedia that

related the narrative reading text to improve the student learning motivation in learning reading comprehension.

Based on Richard, Jack K (2002) in their book approach and method in language teaching, a description and analysis. Suggestopedia is a treatment method based on a modern understanding of how the human brain works and how we learn most effectively. A concept that presents a view that humans can be directed to do something by giving suggestions. It can be interpreted that suggestopedia is giving suggestions and providing more motivation so that students can easily understand the lesson and as a teacher we will not be easily forgotten. Through this research, to explore and socialize and apply it in every subject matter. The goal is to build positive suggestions in themselves so as to avoid failure as well as difficulties in absorbing learning materials such as opinions Based on Tarigan (2008, p.9) basically the suggestopedia method negative to eradicate suggestions that are not aware of springing up on the self. Students and to eliminate feelings of (fear) which according to experts greatly hinder the learning process such as feelings of inadequacy (feeling of incompetance), feelings of fears of something new and unfamiliar.

Lazanov said that suggestopedia learners must meet the desired criteria if they want the expected results. Namely, the principle of a strong emphasis on enjoyment and the low perception of the ease of learning. An absolute combination of conscious and subconscious factors the students. The principle of familiar and lively interaction between students that makes a deep impression on their hearts. From the explanation above, there are a lot of definitions about reading and suggestopedia. It can be concluded that reading is an activity or process that seeks to find various information contained in writing. And Suggestopedia is a treatment method based on a modern understanding of how the human brain works and how we learn most effectively.

B. Formulation of the Problem

The formulation of the problem in this study is “ Is It Effective to teach Reading Comprehension in Narrative Text of the Eleventh grade students of SMA Negeri 12 Palembang” by using suggestopedia?

C. Objective of the Study

The Objective of this study is to find out whether or not teaching reading by using Suggestopedia Method in Narrative text to the eleventh grade students at SMA Negeri 2 Palembang.

D. Significance of the Study

The result of this study will be expected to be give benefits both theoretically and practically :

a. For the Researcher

By doing the research, this research hopefully gave information about reading comprehension by using suggestopedia in narrative text. This research also enriched the previous studies about the reading comprehension by using suggestopedia in narrative text.

b. For the Students

The finding of the research will motivate them to practice more than they did before and encourage them to learn English by improving their reading through some fun ways. They will be easy in narrative text.

c. For the Teachers

The result of the research will be useful as a reflection in order to increase and develop their method in teaching student about reading in narrative text.

E. Hypotheses of the Study

The hypotheses of this study are in forms alternative hypotheses (Ha) and null hypotheses (Ho)

a. The alternative hypotheses (Ha) : It is effective to improve reading comprehension through Suggestopedia method in Narrative Text to students' at Eleventh Grade Students of SMA Negeri 12 Palembang.

b. The null hypotheses (Ho) : It is no effective to improve reading comprehension through Suggestopedia method in Narrative text to students's at Eleventh Grade Students of SMA Negeri 12 Palembang.

Criteria for Testing the Hypotheses, Based on Sugiyono (2013) states that the criteria of testing the hypotheses in measuring, they are :

- a. If the p-output is lower than 0,05, H_0 is rejected and H_a is accepted. So, there is significant different achievement on the students reading comprehension through Suggestopedia method in Narrative text at Eleventh Grade Students of SMA Negeri 12 Palembang.
- b. If the p-output is higher than 0,05, H_0 is accepted and H_a is rejected. So, there is no significant different achievement on the students reading comprehension through Suggestopedia method in Narrative text at Eleventh Grade Students of SMA Negeri 12 Palembang.

REFERENCES

- Agus, M.K . 2013. *Statistika Terapan, Konsep dan Aplikasi dalam Penelitian Bidang Pendidikan, Psikologi dan Ilmu Sosial Lainnya*. Jakarta: PT. Elex Media Komputindo
- Alan, M, 2005. *Gateways to Academic Writing*. (New York: Pearson Education, Inc p.52)
- Anderson, M.K , 2003. *Text Types in English*, New York: Macmillan
- Anderson, 2003. *Features of a Narrative*. Loc.ci, New York : Macmillan
- Arifin, Z . 2016. *Evaluasi Pembelajaran (Prinsip, Teknik, dan Prosedur)*, Cetakan Kedelapan, Jakarta: Rosda Karya.
- Arikunto, 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. Jakarta: PT. Rineka Cipta
- Bancroft W.J 2002 *Suggestopedia and Memory Training in the foreign language classroom*. Reports Evaluative or Feasibility. Eric Document Reproduction Service.
- Basaraba, D.L 2013. *Reading Comprehension*. University of Oregon, Eugene, OR.
- Berry, J. 2005. *Levels of reading comprehension*. Accessed 10.04.2013
<http://www.sc4.edu/documents/studyskills/h7levelreadingcomp.doc>
- Cathrine, S, 2002. *Reading for Understanding Toward an R&D Program in Reading Comprehension*, New York: RAND Education.
- Diane, L.F 2001. *Techniques and Principles in Language teaching*, Oxford University Press.
- Drs. Pardiyo, 2007. *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Penerbit Andi p.94)
- Francoise, G *Developing Reading Skills*, New York: Cambridge University Press.
- H. Dalman. 2014. *Definition of Reading*. Jakarta: PT. Raja Grafindo Persada.
- He, J.S 2001. *Acognitive Model for Teaching Reading Comprehension*, English Teaching Forum Vol.38 No.4 October-December, 2001
- Jack C.R and Willy A.R, 2002. *Methodology in Language Teaching*, New York: Cambridge University Press.
- Jack C.R and Theodore S.R, 2001. *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press p.142-144)
- James, B, 2005. *Levels of Reading Comprehension. Teaching to improve ESL student's comprehension of English Expository text*.
- Lozanov, G 2005. *Suggestopedia- desuggestive teaching communicative method on the level of the hidden reserves of the human mind*. B. Dimovsky Symbolic figures by G. Lozanov.

- Nurhadi, 2016. *Teknik Membaca*, Jakarta: PT.Bumi Aksara.
- Oka, P. Padmadewi and Suarnaja, 2013. *The Effect of Desuggestopedia on the Writing Competence of the Second Semester Students with Different Temperament*, of FKIP UNMAS Denpasar. Journal volume 1.
- Peter W, 2001. *Reading and Learning Difficulties*, Victoria: Acer Press.
- Rahayu, W.S 2011. *Thesis improving students' vocabulary Mastery through Suggestopedia* (An action research of Eighth Grade at SMP Negeri 4 Widodaren Ngawi. Thesis.
- Rakhmawati, D 2016. *The Influence of Vocabulary Journal in Teaching Student's Vocabulary Mastery*. Jurnal Smart, 2 (1), 52-59. <https://doi.org/10.26638/148.203X>
- Rizky G, 2012. *Narrative Text Of The Crying Stone*.
- Sugiyono, 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif dan R&D*, Bandung: Alfabeta.
- Suryadi, 2019. *Suggestopedia Method Effect On Reading Descriptive Text a A Senior High School*
- Tami, A, 2015. *The Effectiveness of Suggestopedia on Students Reading Comprehension in Narrative Text at The Third Grade Students of MTSn 11 Pamulang*.
- Tarigan, H.G 2008. *The effectiveness of suggestopedia method*. Bandung: Angkasa.
- Tung-hsien, H 2008. *Reading for different goals: the inter play of EFL college students' multiple goals, reading strategy use and reading comprehension*, Journal of Research in Reading

