

**IMPROVING THE STUDENTS' READING COMPREHENSION BY USING  
SUGGESTOPEDIA METHOD**

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**Abstract**

The problem is “how can the use of Suggestopedia Method improve students’ reading comprehension?” and “how can the use of Suggestopedia Method improve students’ active participation?” and the objective of this research referring to the research problem is to find out how the use of Suggestopedia Method can improve students’ reading comprehension and students’ active participation. The design of this research is classroom action research. The research subject is VIIIIE class consisting of 30 students. The data are collected using interview, observation, test and instrument used is test items. In order to analyze the data students’ reading score-, percentage formula is used. Suggestopedia Method improved the students’ reading comprehension in two cycles percentage of students scored  $\geq 75$ . In Cycle I the students who scored  $\geq 70$  was 56,6% and in Cycle II the students who scored  $\geq 70$  was increased become 76,6%. Based on the research result, it can be concluded that Suggestopedia Method is able to improve reading comprehension at SMPN 2 Bangorejo in the 2015 – 2016 academic year.

**Key Word:** Reading Comprehension, Suggestopedia Method

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**MENINGKATKAN PEMAHAMAN MEMBACA SISWA DENGAN  
MENGUNAKAN METODE SUGGESTOPEDIA**

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**Abstrak**

Masalah penelitian ini adalah “ Bagaimana penggunaan Metode Suggestopedia dapat meningkatkan pemahaman membaca siswa?” dan bagaimana penggunaan Metode Suggestopedia bisa meningkatkan keaktifan siswa dikelas? tujuan dari permasalahan ini untuk mengatasi permasalahan pemahaman membaca dan keaktifan siswa menggunakan Suggestopedia Method. Jenis penelitian ini menggunakan PTK. Subjek penelitian ini adalah kelas VIIIIE terdiri dari 30 siswa. Pengumpulan data menggunakan wawancara, meneliti langsung dan pre-test. Menganalisis data menggunakan reading score dalam rumus persentase. Metode Suggestopedia meningkatkan kemampuan berbicara siswa di siklus ke dua, presentase nilai  $\geq 70$  adalah 56.6% pada siklus pertama menjadi 76.6% pada siklus ke 2. Hasil akhir dapat disimpulkan bahwa metode suggestopedia dapat meningkatkan pemahaman membaca siswa di SMPN 2 Bangorejo tahun ajaran 2015/2016.

**Kata Kunci** : Pemahaman Membaca, Metode Suggestopedia

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## INTRODUCTION

Many students have difficulties in reading English text, especially in reading comprehension. They cannot focus on what they read during the reading activity and still have difficulty to get the ideas of the text because the classroom environment do not support them to read well so the student are not motivated to read English text. Some students also getting bored to follow the classroom activity. Most of the teachers cannot provide an interesting reading activity in the classroom. Based on the information which the researcher get from the teacher in SMPN 2 Bangorejo, it was revealed that the eighth grade students' in SMPN 2 Bangorejo still faced some problems in reading comprehension. The teacher said that they could not comprehend the reading texts well because they lacked of vocabulary. Based on the problem above, the researcher wanted to overcome this problem by using a new strategy that had never been used by the English teacher, especially the suggestopedia method. The researcher believes that suggestopedia method can improve students' reading comprehension because suggestopedia method makes the students more active and interested in the material and it will be easier for them to understand during teaching and learning process in reading. Beside that, this method is never conducted at SMPN 2 Bangorejo. Considering on the above background, the researcher decided to conduct a research entitled "Improving Eighth Grade Students' Reading Comprehension by Using Suggestopedia Method at SMPN 2 Bangorejo in the 2015/2016 academic year."

## RESEARCH METHOD

This research was intended to improve the reading comprehension by using suggestopedia method for the eighth grade students' in SMPN 2 Bangorejo. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action.

To measure the student percentage of their reading comprehension, the researcher uses this formula:

$$E = \frac{n}{N} 100\%$$

Where:

- $E$  : the percentage of students who get reading test score  $\geq 70$
- $n$  : the total number of students who get score 70 or more
- $N$  : the total number of students

(Ali, 1993:186)

The second cycle is conducted under the condition if the result of the first cycle has not achieved the criteria of success. If it is achieved the success, the first cycle is stopped. After doing the reflection, the research and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which was used as the consideration to conduct Cycle 2 if Cycle 1 is not success.

## THE RESULT OF THE RESEARCH

The reading test in cycle I was conducted on Thursday, May 26<sup>st</sup> 2015 from 07.00 a.m. until 08.30 a.m. to know how far the students can improve their reading comprehension after the implementation of the action using Suggestopedia Method. The test was administered after the second implementation of cycle I and it was followed by 30 students. In this research the target score of the students was  $\geq 70$  and it must be achieved by 75% of the students. Based on the result of reading test, it was found that the percentage of students who got score  $\geq 70$  was 56,66% and the percentage of students who got score  $< 70$  was 43,33%. It means there were 17 of 30 students who got score  $\geq 70$ , and there were 13 of 30 students who got score  $< 70$  in cycle I.

### The Result of Reading Comprehension Test in Cycle I

The Data Results	Percentage (%)
The students who got score $\geq 70$	56,66%
The students who got score $< 70$	43,33%

The reading test in cycle II was conducted on Thursday, May 28<sup>th</sup> 2015 at 07.00 a.m. until 08.30 a.m. The test was administered after the second implementation of cycle II and it was followed by 30 students. The result of reading test was found that the percentage of students who got score  $\geq 70$  was 76,66% and the percentage of students who got score  $< 70$  was 23,33%. It means that there were 23 of 30 students who got score  $\geq 70$ , and there were 7 of 30 students who got score  $< 70$  in cycle II. So, the target percentage of the research that was 75% of the students got  $\geq 70$  has been achieved.

### The Result of Reading Comprehension Test in Cycle 2

The Data Results	Percentage (%)
The students who got score $\geq 70$	76,66%
The students who got score $< 70$	23,33%

### Result of the Observation Checklist in Cycle 1

For the observation result of Cycle 1. Based on the calculation, 56.66% of 30 students were actively involved in the teaching learning process. This means that the requirement of 75% of the students' active participants in the teaching learning process of reading comprehension was not yet fulfilled. It can be concluded that the students did not give optimum response, or most of them were passive. In other words, teaching reading comprehension using suggestopedia method in Cycle 1 was not successful.

### Result of the Observation Checklist in Cycle 2

For the observation result of Cycle 2, based on the calculation, 80% of 30 students were active to join the teaching learning process of speaking ability.

The Development Percentage of Observation Checklist for Cycle 2

Observation Checklist	Cycle 1	Cycle 2
Student's Active Participation	56.66%	80%

From the above table, it can be concluded that the requirement of students' active participants in the teaching learning process of reading comprehension (75%) had already been fulfilled. In Cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1.

## **DISCUSSION**

### **Reading Comprehension**

Based on the result of reading test analysis and the observation, it showed that the students' reading test score improve from cycle 1 to cycle 2. The percentage of students who go  $\geq 70$  increased from 56.66% in cycle 1 to 76.66% in cycle 2. In cycle 1, the students' percentage score who got  $\geq 70$  had not been fulfilled. In cycle 2, the student comprehend the text paragraph by paragraph while in the cycle 1 the students directly comprehend and read the whole text. It was supported by Lozanov (1978), He describes the step of using suggestopedia method that at the beginning of the session, all conversation stop for a minute or two, the teacher and students listen to the music coming from a tape recorder. In order to enter into the mood of the music the researcher asked the students to read paragraph by paragraph and then begin to read or recite the new text, his voice modulated in harmony with musical phrases. The students follow the text in their text books and listen to the teacher reading. However, they were more focus and interested in reading text because they were get used to suggestopedia method in which they were listening to background music while they were reading the text.

### **Students' Activeness**

The process of evaluation was carried out by applying observation in each cycle. It focused on the students' active and passive participants in the reading teaching and learning process. The result of observation in cycle 1 showed was 56,66% of the students active. While, in cycle 2 was 80% of the students active. In addition, the precentage of the students' total score on the process of teaching reading using suggestopedia method was increased and could be achieved the target, that was 75%. It is known that the action in cycle 2 could improve the students' activeness to participate in reading teaching learning process.

From the discussion above, it can be concluded that suggestopedia can improve the eighth grade students' active participation because giving baroque music can make the student more interested in reading the text.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of this research and discussion, as follow:

1. The use of suggestopedia method can improve the eighth grade students' reading comprehension at SMPN 2 Bangorejo in the 2015/2016 academic year by giving baroque music that can make the student more relax and interested in reading.
2. The use of suggestopedia method can improve the eighth grade students' active participation at SMPN 2 Bangorejo in the 2015/2016 academic year by giving baroque music that can make the student more relax and interested in reading.

### **Suggestion**

The result of the research shows that the use of Suggestopedia in English class can improve the students' reading comprehension and active participation, considering the result some suggestion are given to the English teacher, the students, and the other researcher.

### **The English Teacher**

The English teacher is suggested to use Suggestopedia as an alternative method in teaching English to improve the students' reading comprehension, because it is interesting, motivating students to read and they will feel relax when they read the text by listening music.

### **The Students**

This method is expected to increase and motivate the student to learn English especially in reading comprehension because this method makes the students more interested and relax to learn.

### **The Other Researcher**

The result of this research can be used as source information or reference to conduct a further research dealing with suggestopedia to improve reading comprehension achievement or another skill. Moreover, to cover the weakness that the researcher found, the researcher suggest to arrange the class before the teaching and learning process begin.

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