

**UTILIZING THE SUGGESTOPEDIA METHOD  
SUPPORTED BY TEXT BASED LEARNING ON  
STUDENTS' READING COMPREHENSION**

**THESIS**

Submitted a Partial Fulfillment of The Requirement for Degree of  
bachelor of Education in English Education Department



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
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## ABSTRACT

The title : Utilizing the Sugestopedai Method Supported by Text Based Learning on Students' reading Comprehension

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This pre-experimental research aims to investigate the effectiveness of utilizing the Suggestopedia method, complemented by text-based learning, in enhancing students' reading comprehension at the Boarding School of Yayasan Gemilang Bersama. The study involved a sample of students from a specific class, selected through purposive sampling. The research design employed a pre-test and post-test approach to assess the students' reading comprehension levels before and after the intervention. The research intervention encompassed a carefully structured teaching approach based on the principles of the Suggestopedia method, which emphasizes a relaxed learning environment, the use of music, and a combination of suggestive and analytical techniques. Additionally, the intervention incorporated text-based learning, focusing on utilizing diverse reading materials such as literary texts, articles, and multimedia resources to enhance students' engagement and understanding. Data was collected through pre-test and post-test assessments and analyzed using descriptive and inferential statistics. The findings revealed a significant improvement in students' reading comprehension scores after the intervention, suggesting the positive impact of the Suggestopedia method supported by text-based learning. Furthermore, students expressed positive perceptions of the intervention, emphasizing increased motivation, enjoyment, and confidence in comprehending various reading materials. This research contributes valuable insights to the field of language education, specifically in the domain of reading comprehension strategies. The integration of the Suggestopedia method and text-based learning offers a promising

pedagogical approach that educators and language instructors can consider in fostering students' reading comprehension skills. However, further research with larger sample sizes and control groups is recommended to confirm the generalizability of these findings and validate the efficacy of this innovative teaching method.

**Keywords:** *Descriptive Text, Language Teaching, Reading Comprehension, Suggestopedia Method, Text Based Learning.*

## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

O you who believe! Seek help (from Allah) with patience and prayer. Indeed, Allah is with those who are patient

*(Al Baqarah: 153)*

“The wisest person may have the most painful life, hurt by his surroundings. But he chooses to make it a valuable lesson”.

*(Syifa Alwafa)*

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I came to the realization that i need the assistance, cooperation, support, and encouragement of many people in order to finish this thesis. Consequently, on this occasion, I would like to express my gratitude to all of them, in particular to:

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Finally I will be thankful for all of the suggestions to make my thesis better. The writer hopes this thesis will give some advantages to everyone, Amen.

Semarang, 20 June 2023

The Writer,

Syifa Alwafa

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# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the research, reason for choosing topic, research question, research objective, significances of the research, and scope of the research.

### **1.1. Background of The Research**

The most widely spoken language in the world, whether as a first language, a second language, or a foreign language, is English. English as a Foreign Language (EFL) is taught in Indonesia. English is still widely utilized in many different occupations today, including commerce, tourism, hospitality, economics, industry, and education. English is now one of the subjects taught from elementary school through university level in Indonesia's educational system.. Yuli Eka (2019) states that we cannot contest the fact that English is a universal language that is spoken all over the world. As a result, speaking and comprehending English is a need for communication (Yuli Eka, 2019: 137). There are four skills to learn English Language, Reading, Speaking, Writing, and Listening.

In the current era of information and technology, strong reading skills are crucial for individuals to navigate academic, professional and social challenges. Reading is a crucial process that enables individuals to acquire knowledge,

comprehend complex information, develop creativity and enhance critical thinking abilities.

The proof about studying and learning some knowledge is already contained in the Quran, Allah SWT said:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ۲ اقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ ۝ ۳ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ۴ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ۵

Meaning:

(1) Convey thou in the name of thy Lord Who created, (2) Created man from a clot of blood. (3) Convey And thy Lord is Most Generous, (4) Who taught *man* by the pen, (5) Taught man what he knew not (Maulawi, 2015: 741).

*Iqra'* in first and third verses means an activities of reading, studying, researching, collecting and exploring allow a person to gain knowledge and information. In this verses have a meaning that aims for humans to have knowledge and information literacy. In this case to obtain knowledge and information, humans must try to achieve it with education. Education can be reached through formal and non-formal education.

However, statistics indicate that many individuals, particularly students, struggle with reading comprehension. Various factors can influence reading abilities, such as

ineffective teaching methods, lack of motivation, insufficient reading practice, or difficulties in comprehending the texts. Therefore, the researcher wants to use one of teaching methods, the Suggestopedia.

Through the strategic integration of diverse textual materials, text-based learning aims to cater to different learning styles and preferences, fostering a dynamic and interactive learning environment. Students are exposed to a wide array of language structures, vocabulary, and ideas, which help them develop critical thinking skills and analytical abilities. Moreover, text-based learning encourages active participation and collaboration among students, promoting peer interaction and knowledge sharing. The effectiveness of text-based learning has been acknowledged in various educational contexts, demonstrating promising outcomes in areas such as language acquisition, content comprehension, and overall academic achievement. As students engage with authentic texts, they are exposed to real-world scenarios, cultural contexts, and contemporary issues, fostering a deeper understanding of the subject matter and encouraging the transfer of knowledge to real-life situations.

While text-based learning has shown significant potential in diverse educational settings, its combination with innovative teaching methods, such as the Suggestopedia method, remains an area ripe for exploration. The

Suggestopedia method, developed by Bulgarian psychologist Georgi Lozanov, emphasizes creating a relaxed and enjoyable learning atmosphere, utilizing music, and employing suggestive and analytical techniques to enhance students' receptiveness to learning. By incorporating text-based learning within the framework of the Suggestopedia method, educators can potentially optimize students' reading comprehension abilities, providing a novel approach to language education.

According to Lozanov, it is pretty evident that there are several psychological and educational approaches that, despite frequently going unnoticed by the teachers themselves, aid them in grabbing and holding their pupils' attention (Bancroft, 2005: 21). In other words, Suggestology combines psychological and pedagogical with some of methods and learning styles. Suggestopedia's goal is to offer students a space that encourages interaction, calmness, and well-informed suggestions during the learning process. The basis for the suggestology teaching process is the students' intellectual curiosity, motivation, and the classroom's overall state. It can be concluded that the goal of suggestopedia is enhancing students' reading comprehension..

There are four steps in the Suggestopedia curriculum that can be taught in a classroom: presentation, concert session (active and passive), elaboration, and practice. The method is



based on the idea that via the power of suggestion and motivation to learn, the retention of new information and ability to learn may be expedited and increased (Marjeta, 2018: 2). The students will be suggestively to learn and confidently to guess the answer correctly.

This method tends to make psychological and environmental improvements (Mohan, 2020: 2). It needs some of nice classroom, good behavior teacher, and collaboration between teacher's role and student – centered. Nice classroom makes the students feel relax and focus in order to understanding the lesson with the collaboration of teacher's role when progressing the explanation of knowledge. The teacher is trusted authority during the process of learning and in the classroom. The learners can retain information from their teacher if they have complete confidence in their teacher's abilities (Mohan, 2020: 4).

In the context of the Boarding School of Yayasan Gemilang Bersama, where students are immersed in a residential academic environment, understanding the impact of the Suggestopedia method supported by text-based learning on reading comprehension is of utmost importance. This pre-experimental research seeks to shed light on the effectiveness of this combined method, with implications for educators, curriculum designers, and policymakers in refining language

instruction strategies and ultimately empowering students with enhanced reading comprehension skills.

## **1.2. Research Questions**

Based on the research above, the researcher formulates the problem as follow:

“Is there any effectiveness in utilizing the Suggestopedia Method supported by test based learning on students’ reading comprehension?”

## **1.3. Research Objective**

Based on the research above, the objective of the research as follow:

“To explain about the effectiveness of utilizing the *Suggestopedia* Method supported by text based learning on students’ reading comprehension”

## **1.4. Significance of The Research**

The participants, instructors, other researchers, and the researcher themselves can all benefit from this research in some way. Below, the researcher separates into two categories:

## 1. Theoretical Significance

The result of this research should serve as a guide for those looking to utilize the Suggestopedia method supported by text based learning to increase their reading comprehension in English.

## 2. Practical Significance

### a. Researcher

The researcher will be able to get the new experiences through teaching-learning processes. The researcher is able to improve his capacity and ability in teaching reading..

### b. Participants

The researcher hopes that this research will be beneficial to increase students' reading comprehension and to motivate the students in learning. Through this method the participants are able to read correctly. The new knowledge and experiences will be gained by them. By using *Suggestopedia*, the researcher also hope it can motivate them in learning English.

### c. Teachers

Hopefully, this research can give inspiration and motivation to the teachers and also other tutors in teaching English using various methods. Teachers are able to develop their technique using this method in learning process. It is properly used in teaching English.

#### d. Next Researchers

Hopefully, this research can provide the next researchers who want to conduct *Suggestopedia* in teaching reading. The researcher hopes the result of this research gain us as a reference. It gives more information about *Suggestopedia* method by teaching reading. It can give more knowledge about *Suggestopedia* method.

### **1.5. Scope of the Research**

The limitation of this study can be described as follow:

- a. This is pre-experimental research using one group pre-test and post-test.
- b. This is quantitative research about utilizing *Suggestopedia* method supported by text based learning on students' reading comprehension.
- c. The object of this research is students at boarding school of *Yayasan Gemilang Bersama*
- d. This research focuses on utilizing *Suggestopedia* method supported by text based learning on students' reading comprehension.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

There will be four parts of the research; the first part is previous research related to the topic. The second part is theoretical review. The third part is the research hypothesis. And the last part is theoretical framework. As follows are descriptions of each part :

#### **2.1 Previous Research**

1. The first previous research that related to this study was conducted by Anni Jumreni which examined Suggestopedia's impact on students' motivation to learn English. The motivation here means focus on student intrinsic motivation. Furthermore in this research, the students intrinsically will motivate their desire and mindset to work on a solution of a problem in learning English. The instruments used in this study are from Intrinsic Motivation Inventory (IMI), which has four subscales: interest/enjoyment, perceived competence, perceived choice, and pressure/tension. By implementing Intrinsic Motivation Inventory, the writer conducted with the questionnaire (pre-questionnaire, treatment, and post-questionnaire) between two classes, experimental and control class. The study's findings indicate that the mean score of experimental class ranged from 28.46 to 33.46

whereas the mean score of controlled class ranged from 28.16 to 31.66. It indicates that SMAN 5 Sidrap's first grade pupils are motivated to study English utilizing the Suggestopedia method, which is a good significance of the research. The use of Suggestopedia method in the classroom is a resemblance between her research and this research. Additionally, the study's tools and objectives are different (Anni Jumreni, 2017: 15).

2. The second previous research was conducted by Aliyah Guppi Samata which aimed about improving students' literal reading comprehension using Suggestopedia method. The goal of the research is to determine how Suggestopedia can affect students' reading comprehension on a literal and interpretive level. The writer used a pre-experimental design and administrated to pre-test and post-test to a single group. The research's findings are represented by the pre-test's score (48.3) and post-test (87.5). Since the post-test score is higher than the pre-test score on average, the post-test score represents a better outcome than the pre-test score. Her research differs from this research in that it uses different research setting and has a different focus (Aliyah, 2022: 57).

3. Helena Colliander's third previous study focused on the sociocultural aspects of Suggestopedia instruction for adult migrants learning Swedish as a second language, particularly in relation to the concepts of mediation, artifacts, and scaffolding. The data came from two regional locations where two teaching teams operated at two Swedish for Immigrants (SFI) schools in two municipalities. The writer saw eight lessons over the course of four distinct courses, with each lecture lasting roughly an hour and a half. The students were from various ages and spoke various languages. The majority of the students were female, and the bulk of them spoke Arabic and Somali. Two methods of data collection were used in the analysis of the data. First, the writer studied the field notes and transcripts to become familiar with the data. The author then noted a number of themes pertaining to the organization and implementation of the teaching, including the ideas of artefacts and mediation (with specific care made to identify which artefacts were utilized and how, as well as which additional mediational mechanisms were incorporated). Following an analysis of the teacher or learner interaction using the concepts of mediation and scaffolding, the study's findings centre on the various artifact types (visual and aural) and repetition

(dialogue and recurring words) used by teachers to mediate learning (Helena, 2021: 51).

## **2.2 Theoretical Review**

### **2.2.1 Suggestopedia**

#### **a. The Definition of Suggestopedia**

One of the methods a teacher can utilize is Suggestopedia. The method in question aims to mitigate the perceived constraints that students may encounter, thereby fostering a sense of self-efficacy and promoting their potential for academic achievement. It has been observed that the cultivation of motivation among students can be positively impacted. Furthermore, it incorporates affective connotations into the instruction, which enhances students' ability to retain information (Suvarna, 2017: 179). The utilization of suggestion as a means to enhance students' learning capacity is a compelling method worth exploring. The aforementioned technique was formulated by Georgi Lozanov, a Bulgarian scholar and psychologist, during the 1970. Lozanov posits that Suggestopedia is an educational methodology that leverages the full range of



opportunities that suggestion can provide (Lozanov, 2005: 11).

The method employs a technique that facilitates the deliberate cultivation of cognitive abilities, as well as the natural assimilation of information, expertise and behaviours, by engaging not only the conscious cognitive processes of the brain but also the subconscious mental faculties (Maria, 2011: 12). Conversely, Orosz posts that the aim of Suggestopedia is to eliminate preconceived notions and instead cultivate the perception that the process of learning is enjoyable, expeditious, and effortless (Agnes, 2017: 10). Moreover, Suggestopedia is founded on the principle of suggestion in education, which posits that favourable suggestion enhances the learner's receptivity and consequently fosters learning (Galya, 2018: 7).

According to the given explanation, Suggestopedia is a method that aims to improve the motivation and cognitive abilities of English language learners through the use of suggestions and stimuli during the learning process. The Suggestopedia method is widely recognized for its comprehensive method to materials, motivation,

assessment, activities, and the respective roles of both the student and teacher.

b. The Background of Suggestopedia

The teaching method known as Suggestopedia was formulated by Professor Dr. Georgi Lozanov, a Bulgarian scholar, with the aim of facilitating education, acquisition of knowledge, and personal growth. Suggestopedia is a subfield of suggestology that has its foundation in psychotherapy. Its focus is on investigating the impact of suggestion, among other factors, on the acquisition of communication skills. Professor Lozanov is credited as the pioneer in attempting to systematize diverse and suggestive elements to stimulate the subconscious mind and harmonize it with the conscious endeavors of the student. He strives to restore the wholeness of the human brain and align learning with the natural processes of our brain activity. The individual implements suggestive elements within the pedagogical process with the sole objective of expediting the acquisition of knowledge and

unlocking the full range of human capabilities (Galya, 2018: 24).

Professor Lozanov's research focuses on the efficacy of both individual and collective suggestion, with a particular emphasis on the latter. The employment of collective suggestion is primarily utilized in the fields of psychotherapy and pedagogy by the individual in question. Following in a certain East European and Russian tradition, Lozanov insists that any psychotherapeutical method is essentially based on suggestion. His principal contribution to the field of suggestion, however, is that of linking suggestion to education, of integrating all types of suggestion (direct, indirect, verbal, nonverbal, interpersonal, environmental, etc) into the educational process and of directing suggestion towards liberating the unconscious reserves of the human mind (Bancroft, 2005: 95).

Suggestopedia is a theoretical framework that aims to elucidate the mechanisms by which attention can be modulated to enhance the efficacy of learning and memory retrieval, among other cognitive processes. The conspicuous feature of Suggestopedia is the significant role of

music and musical rhythm in the learning process, Suggestopedia shares similarities with other practical applications of music, specifically in the realm of therapy (Richards, 2001: 101). The principles of Suggestopedia at this time, the learners learn some knowledge with some of relaxation music to increase their capacity of mind, the teacher provides some of instructions in the form of pictures or gestures so that students can understand, capture, and answer these instructions and they can develop critical thinking skills. The learners need to relax their body and mind with taking a good breath so that they can be calm in studying.

c. The Goal of Suggestopedia

Suggestopedia is an instructional approach that is grounded in contemporary insights into the functioning of the human brain. Additionally, it facilitates the acquisition of knowledge in the most efficient manner. The method encompasses a comprehensive experiential learning process that incorporates various sensory modalities, and positive expectation of success. Suggestopedia employs a

diverse array of techniques, such as the utilization of dramatized texts, musical elements and interactive engagement through songs and games (Shikare, 2017: 178).

According to Lozanov, the aim of Suggestopedia is to expedite the acquisition of advanced conversational proficiency. The learning claims of the program are founded on the premise that students must attain mastery of extensive lists of vocabulary pairs. Additionally the program encourages students to establish such objectives for themselves. The author underscores that enhanced memory capacity is not a solitary aptitude, but rather a consequence of a constructive and all-encompassing stimulation of one's personality (Richards, 2001: 102).

From explanation above, it can be inferred that the goal of Suggestopedia is to enhance students' acquisition of knowledge and optimize their cognitive abilities through the utilization of rhythmic music, favorable environmental conditions, and the synergistic interplay between the teacher's pedagogical expertise and students' cognitive aptitude.

When the teacher implemented this method, he aims to achieve the desired outcomes, with the hope of expediting the language acquisition process for students to facilitate everyday communication as a foreign language. to achieve this, it is imperative harness a greater portion of the cognitive abilities possessed by students. This is achieved through the process of mitigating the psychological obstacles that learners encounter in the learning environment (Diane, 2011: 97).

d. The Concept of Implementation Suggestopedia

This Suggestopedia article discusses the kinds of activities that can help students feel like learning is simple and enjoyable. Additionally, it is thought that it can teach three times as quickly as a traditional method (Deswarni, 2018: 99). There are four phases of a Suggestopedia session:

- 1) The Active Concert refers to a pedagogical method in which the teacher orally delivers a lengthy discourse to the students, who simultaneously follow along by

underlining or taking notes. The act of reading is accompanied by Baroque music, while the teacher modulates her voice to align with the musical composition.

- 2) The Passive Concert involves the teacher reciting the text to music while students refrain from reading and instead focus solely on auditory reception.
- 3) Activation phase engaging learners in language practice while adopting a new identity.
- 4) Elaboration phase is started when the students are prompted to engage in creative experimentation with the newly acquired language (Agnes, 2017: 10).

According to Lozanov, there are some specific skills for teacher:

- 1) The capacity to utilize peripheral perceptions in the delivery and implementation of instructional content.

- 2) Proficiency in modulating intonation, regulating vocalization and managing conduct.
- 3) The capacity to shift seamlessly between the macro and micro levels of instruction while delivering and implementing the pedagogical curriculum.
- 4) The capacity to strategize and collaborate with both dynamic and static material.
- 5) The capacity to utilize artistic expression, musical arrangements, recreational activities and humor.

The capacity is to adjust the level of rigor in coursework in accordance with the golden ratio (Galya, 2018: 29).

Based on this explanation of the concept, the students are engage in cooperative and detailed instructor's capacity to facilitate an effective educational session. Despite committing errors, students will be corrected and their mistakes will be tolerated.

### **2.2.2 Reading**

#### **a. Definition of Reading**

Reading is crucial for students who are learning English, whether it be as a second language or a foreign



language. It is considered one of the four essential skills that require mastery. Farid states that reading is more than just a passive activity, it is an engaged and interactive process where the reader actively interacts with the text, leading to understanding and comprehension (Farid, 2017: 51). Reading refers to the abilities and strategies employed by individuals to understand written text effectively. It encompasses various cognitive processes and linguistic competencies that enable a reader to comprehend and interpret written language. Yulia stated that acquiring reading skills plays an important role in assisting individuals in their language acquisition, enhancing their vocabulary, and fostering a greater sense of ease with English literacy (Yulia, 2020: 20).

#### b. Types of reading

Reading can be classified as initial reading and reading comprehension (Beatrice, 2007: 183):

##### 1. Initial Reading

Initial reading involves learning through letter combinations or simple words. It is an effective method for kids who wish to learn how to read English text, it is a successful strategy.

## 2. Reading Comprehension

Reading comprehension is a cognitive process where the reader utilizes their brain and sensory organs, particularly their eyes, to comprehend the main points of a text even without referring back to it. The reader's voice plays role in how they read, and there are two types of reading:

### i. Reading Aloud

When reading aloud, the words are pronounced out loud. It aids in bettering grammar, intonation and pronunciation, all of which have an impact on how the text is understood. Understanding the meaning, comprehension, and concepts presented in the text is the goal of reading aloud.

### ii. Silent Reading

Silent reading is the practice of reading aloud without making sound of the words. It indicates that even when the words are not spoken aloud, readers comprehend the text's meaning. When reading books, papers, journals, and other written items, many people choose to read silently.

### c. Reading Comprehension

Reading Comprehension involves actively comprehending and understanding the content of reading materials, including both explicit and implicit information. According to Ardhian, the aspects of reading comprehension includes understanding simple (grammatical) meanings, understanding significance of the text, evaluation and assessment and reading speed is flexible (Ardhian, 2020: 109). The development of reading comprehension skills is crucial for both novice and expert readers. As such, it is imperative that reading comprehension skills are imparted and reinforced throughout all phases of literacy acquisition. Comprehension difficulties often arise due to inadequate acquisition or utilization of requisite skills and strategies by students, impeding their ability to comprehend the textual content (Jerilou, 2016: 21).

Reading comprehension refers to readers' capacity to comprehend the intended message conveyed in a written text. Various methods are employed to assess one's reading comprehension, including assessing overall understanding and identifying key concepts. The utilization of effective reading strategies plays a crucial role in enhancing students' reading comprehension skills. An individual's proficiency in reading comprehension can be observed

through their grasp of both implied and explicit meanings in the text. The techniques for improving reading comprehension are outlined as follows (Manilyn, 2019: 562):

1) Skimming Technique

Skimming is a reading technique that helps readers identify the main points in a text. It enables readers to quickly find specific information within the text, such as statistics, phone numbers, index entries, and more.

2) Scanning Technique

The scanning technique is a method used to quickly read through a text in order to identify key information and main ideas. The process of scanning entails the act of selectively searching for pertinent information within a given text, without the comprehensive perusal of the entire content. The function of this feature is to facilitate the retrieval of particular details such as statistical figures, contact information, proper nouns, geographical locations, and other pertinent data.

3) Previewing Technique

Previewing is a speed reading method used to gather information. Frequently utilized in evaluating a reader's prior knowledge and gauging the level of

complexity of a given text is practice of employing assessment techniques.

4) Close Reading

Close reading requires readers to pay attention for extracting information from a text. It helps readers focus on specific details, such as the meaning of the text, key ideas, and more. The act of focusing on particular details, such as the intended message, primary concepts and other relevant aspects, can aid the readers in their comprehension of a given text.

5) Contextual Guessing

Guessing from context is a beneficial technique that allows readers to the meaning of new words based on the context. By utilizing clues from the text, including synonyms, antonyms and related words, readers can enhance their reading comprehension and expand their vocabulary.

6) Paraphrasing Technique

Paraphrasing involves expressing the meaning of a reading text by rephrasing phrases or using different wording without altering the original meaning. It enables readers to convey the message in their own words while maintaining the integrity of the original text.

### **2.2.3 Descriptive Text**

Descriptive text is a type of text that specifically describes something, someone, an animal, or a particular place. According to Syafrida, descriptive text focuses on capturing sensory experiences, encompassing the visual appearance, auditory qualities, and even taste. While it predominantly emphasizes visual perceptions, descriptions also encompass other forms of sensory perception (Syafrida, 2018: 66). Moreover, we can conclude from the explanation above that the description text is centered vividly portraying sensory experiences. It involves depicting the visual attributes, auditory characteristics, and even taste of the subject being described.

The purpose of descriptive text is to provide a detailed portrayal and representation of a particular subject, person, animal or place. It aims to describe the sensory experiences associated with the subject, allowing the reader to form a clear image. The primary objective is to engage the reader's senses and create a strong sense of familiarity or understanding regarding the subject being described. By employing rich and descriptive language, the text aims to evoke emotions, stimulate imagination, and provide a comprehensive depiction of the chosen topic.

There are three generic structure of descriptive text, 1) identification provides a brief overview or introduction to the subject being described.

2) Description forms the core of the text and comprises the detailed of the subject.

3) Conclusion, which is a closing statement or summary of the descriptive text. It is important to note that while this generic structure is commonly used, the specific organization and arrangement of the descriptive text can vary depending on the writer's preference and the nature of the subject being described.

**Table 2.1 Generic Structure of Descriptive Text**

Generic Structure	Function
Identification	Identifies the subject, place or animal being described
Description	Describes the characteristics of the subject, place or animal

#### **2.2.4 Text Based Learning**

Text-based learning is a pedagogical approach that centers on utilizing a diverse range of textual materials to facilitate students' learning and comprehension. This section of the thesis provides a theoretical review of text-based learning,

exploring its underlying principles, benefits, and empirical evidence of its effectiveness in educational settings.

### 1. The Concept of Text-Based Learning:

Text-based learning involves integrating various written, digital, and multimedia materials into the educational curriculum. These materials encompass literary texts, articles, academic journals, online resources, videos, and other forms of content, fostering a rich and engaging learning experience. The method emphasizes the use of authentic and real-world texts, enabling students to interact with different genres, writing styles, and subject matters, thereby developing a deeper understanding of the content.

### 2. Theoretical Foundations and Learning Theories:

Text-based learning aligns with several learning theories, including constructivism, social constructivism, and connectivism. According to constructivist principles, learning is an active process where students construct knowledge based on their prior experiences and interactions with the environment. By engaging with diverse texts, learners are exposed to new information and perspectives, facilitating the construction of their understanding.



Social constructivism underscores the importance of social interactions in the learning process. In a text-based learning environment, students often collaborate, discuss, and share insights from the texts they read, promoting cooperative learning and peer interaction. Through these interactions, learners not only build their comprehension but also enhance their communication and critical thinking skills.

Connectivism, a learning theory pertinent in the digital age, emphasizes the significance of networked learning and leveraging technology to access information. In text-based learning, students have the opportunity to explore digital resources, online databases, and multimedia materials, facilitating self-directed learning and expanding their knowledge networks.

### 3. Benefits of Text-Based Learning:

Text-based learning offers several advantages for students' academic development:

a. Enhanced Reading Comprehension: By exposing students to a variety of texts, they develop stronger reading comprehension skills, including decoding, inference, and critical analysis.

b. Language Development: Engaging with different textual genres contributes to improved language proficiency, vocabulary expansion, and a deeper understanding of grammar and syntax.

c. Critical Thinking: Analyzing and interpreting diverse texts encourages students to think critically, evaluate information, and form well-reasoned arguments.

d. Real-World Relevance: Authentic texts provide real-life scenarios, cultural insights, and contemporary issues, connecting classroom learning to the world outside.

e. Inclusive Learning: Text-based learning accommodates various learning styles and preferences, promoting a student-centered approach.

#### 4. Empirical Evidence:

Studies examining the effectiveness of text-based learning have reported positive outcomes. Research shows that students exposed to authentic texts demonstrate higher levels of comprehension, motivation, and engagement compared to traditional instructional methods. Moreover, text-based learning has been found to be particularly effective in language learning

and content-based subjects, contributing to improved academic performance.

### **2.3 Research hypothesis**

Hypothesis are useful for providing direction on the collection and interpretation of data, as well as providing instructions on what procedures should be followed and what types of data should be collected (Heryana, 2020: 3). In this research, there are two options, so that one of the formulations and detailed data specifications can be easier to find. This is the evidence that can be justified by relying on the author to be tested and proven. Based on the research, the hypothesis can be stated as follow:

Ha: *Suggestopedia method* is effective to teach reading of descriptive text at boarding school of Yayasan Gemilang Bersama.

Ho: *Suggestopedia method* is not effective to teach reading of descriptive text at boarding school of Yayasan Gemilang Bersama.

During this research, the researcher formulated a working hypothesis: *If  $H_0$  is rejected, it indicates a "positive effect", implying that the experimental group will improve before and after being instructed through the Suggestopedia method.*

Conversely, if the  $H_0$  is accepted, it suggests a “negative effect”, implying that the experimental group will decline before and after being taught using *the Suggestopedia method*.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter describes about research design, research setting, source of the data, variable and indicator, data collection technique, and data analysis technique.

#### **3.1 Research Design**

Research design is a systematic approach and methodology employed in conducting research, which outlines the techniques and process for data collection and analysis. The differentiation between qualitative and quantitative research is often based on the utilization of language (qualitative) as opposed to numerical data (quantitative), or the implementation of structured inquiries (quantitative hypotheses) versus unstructured inquiries (qualitative interview questions) (Creswell, 2014: 4).

Furthermore, Creswell divides the types of research design based on the experiment into four types, 1) pre-experimental design, 2) quasi-experiment, 3) true experiment, and 4) single-subject design. Pre-experimental design is using a single group and provides an intervention during the experiment. This design does not have a control group to compare with the experimental group. In quasi-experiments, the researcher utilizes control and experimental groups but does not allocate participants to groups at random. In a true experiment, the investigator randomly assigns the participant to treatment groups. A single-

subject design involves observing the behavior of a single person (or a small group of people) over time.

The study employs a pre-experimental design featuring a single group pre-test and post-test methodology. The pre-experimental design does not meet the criteria of a fully-fledged experiment. The selection of the experimental group for the pre-test and post-test in this design was non-random. The pre-test and post-test assessments are utilized to evaluate the advancement of the participants prior to and subsequent to their exposure to descriptive text as a pedagogical tool. Moreover, the scores are calculated through the utilization of T-Test in order to determine the impact of students' reading comprehension. The design of this research can be seen below:

**Table 3.1 The Illustration of Research Design**

Pre-test	Independent variable	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

Where:

O<sub>1</sub> : Pre-test

X : Treatment

O<sub>2</sub> : Post-test

The present study employs a pre-experimental research design utilizing two groups, namely pre-test and post-test. The procedure for this design is outlined below.

- 1) Conducting a pre-test ( $O_1$ ) to assess the reading comprehension abilities of the participants in Yayasan Gemilang Bersama prior to the implementation of any intervention.
- 2) The present study involves the implementation of the Suggestopedia method as an experimental treatment ( $X$ ) to enhance the reading comprehension skills of students enrolled in an English course at Yayasan Gemilang Bersama.
- 3) The objective of this study is to administer a post-test ( $O_2$ ) to evaluate the reading comprehension abilities of the participants of Yayasan Gemilang Bersama. The focus of the study is on managing the administration of the test.

The present study aims to investigate the effect of Suggestopedia in enhancing the reading comprehension of students enrolled at Yayasan Gemilang Bersama. The researcher has opted to employ purposive sampling technique to select the sample, as the elements of this sampling method possess relevant

characteristics. The efficacy of the Suggestopedia method can be determined by analyzing the notable disparity in the pre-test and post-test scores of the participants who were instructed using this method.

### **3.2 Research Setting**

a) Place of the research

The research conducted in the boarding school of Yayasan Gemilang Bersama, Cipadu, Tangerang. The place was at the inner courtyard of the Masjid Al-Ikhlâs

b) Time of the research

This research conducted during second semester rationally. It was carried in the month on April 2023. This research conducted during 5 times meeting. First meeting is on 4 April 2023 (Pre-test and evaluation). Second meeting is on 5 April 2023 (first treatment). Third meeting is on 6 April 2023 (second treatment). Fourth meeting is 7 April 2023 (third treatment). Fifth meeting is on 8 April 2023 (post-test)

### **3.3 Source of the Data**

a) Population

The population of the research is students of boarding school Yayasan Gemilang Bersama. The students are 13



– 14 years old. The total students who join this research is 17 students.

b) Sample

The sample consists of 17 students from the eighth grade class with helped by *Ustadz* of the boarding school. The researcher uses the purposive sampling for collecting the sample of students. In this research, the researcher uses *purposive sampling*. Purposive sampling is a sampling technique used by selecting specific criteria for the sample, particularly individuals who are considered experts (Priyono, 2008: 118). By identifying unique attributes that align the research objectives, it is anticipated that they can provide solutions to the research problem. The researcher used purposive sampling because the participants are having knowledge about English. Hence, this sampling method is suitable for implementation because part of the population shares similar characteristics.

### **3.4 Variable and Indicator**

In this study, the researcher takes two variables. They are independent variable (X) and dependent variable (Y).

1. Independent variable

Most likely, factors that cause, influence, or affect outcomes are independent variables. They may also be referred to as predictor variables, treatment variables, or altered variables (Cresweel, 2009: 49). In this research, the independent variable is *Suggestopedia method*. The experimental group was taught by using Suggestopedia method. The indicators are:

- 1) The Suggestopedia method works for the students.
- 2) After the teacher offers advice on the significance of studying the English language, the students are able to increase their motivation..
- 3) The students are able to read and comprehend the general organisation and linguistic characteristics of descriptive texts.
- 4) The students can attentively study the text and respond to the questions using it as a guide.

## 2. Dependent variable

A dependent variable is that depends on the independent variables; it is the outcomes or results of the influence of the independent variables (Creswell, 2009: 50).

The dependent variable of this research is *Students' Reading Comprehension of descriptive text*. The indicators are:

- 1) Identifying the social function of descriptive text.
- 2) Identifying the general structure of descriptive text.
- 3) Identifying the language features of descriptive text.
- 4) Understanding and answering the questions carefully based on the descriptive text (about the person, animal, city and the building).

### **3.5 Data Collection Technique**

There are several research data collection techniques, namely tests, documentation, questionnaires, interviews, and others. Specifically, for the purpose of this study, data was collected using two distinct techniques:

#### **1. Test**

Test is a standardized tool or procedure employed to assess knowledge, competence, attitude, and intelligence based on predetermined guidelines. In this research, pre-test and post-test assessments were administered as part of the data collection process. The form of this test will be described below:

##### **a. Pre-test**

The pre-test procedure involved presenting a descriptive text to the students, followed by the teacher's instruction to read the text attentively. Subsequently, the teacher provided a set of questions related to the text, and the students responded directly based on their understanding of the descriptive text. This pre-test was

conducted prior to the researcher implementing the Suggestopedia method in teaching reading to the students.

b. Post-test

The post test consisted of students carefully reading a descriptive text and answering questions accurately based on the content provided. This test was administered to assess the improvement in students' reading comprehension after being instructed using the Suggestopedia method.

Moreover, the researcher evaluates the students' reading performance by utilizing a scoring guide specific to reading, following the formula provided below:

**Table 3.2 Scoring Guide of Reading**

No.	Criteria	Score
1.	Students' answers encompass a minimum of two crucial details extracted from the passage that uphold the main idea conveyed in the passage.	4
2.	Students' answers consist of at least two details, including at least one key detail from the passage that aligns with the main idea of the passage.	3
3.	Students' answers involve two details that do not align with the accurate main idea	2

	and fail to provide support of it.	
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Scoring the students' correct answer of pre-test and post-test is using:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total of items}} \times 100$$

**Table 3.3 Rating Scale**

Score	Criteria
90 – 100	Excellent
75 – 89	Good
61 – 74	Average
51 – 60	Less
1 - 50	Poor

### **3.6 Validity and Reliability**

#### 1) Validity

Validity relates to the accuracy of using indicators to explain the meaning of the concept being studied. Validity is an ideal, meaning that we cannot possibly achieve an absolute validity due to the gap between

abstract concepts and indicators (Priyono, 2008: 86).  
This test is used *Corrected item- Total Correlation*.

## 2) Reliability

Reliability relates to dependability and consistency, meaning that if an observation is made with the same measuring device more than once, the results of the observation are the same. If it is not the same, it is said that the measuring instrument is not reliable (Priyono, 2008: 92).

In this research takes the analysis of the reliability of the pre-test and post-test is using SPSS 25 version, then resulting the test by the interpretation of Cronbach's Alpha (Eko, 2009: 97).  
The table value of the Cronbach's Alpha can be seen below.

**Table 3.4 Cronbach's Alpha**

Cronbach's Alpha	Interpretation
0,00 – 0,20	Less reliable
0,21 – 0,40	Rather reliable
0,41 – 0,60	Fair reliable
0,61 – 0,80	reliable
0,81 – 1,00	Very reliable

## 3.7 Data Analysis Technique

### 1) Normality Testing

The normality test is employed to ascertain whether the distribution of data follows a normal pattern. In this research, the One-Sample Kolmogorov-Smirnov test was utilized with a significance level set at 0.05. If the significance value is greater than 0.05, the data is considered to be normally distributed. The statistical software SPSS 25 version was used to perform the t-test and obtain the results of the pre-test and post-test scores of the students.

## 2) Homogeneity Testing

The Homogeneity test is conducted to determine whether the variances of the data are equal across different samples. Obtaining the results in this research, the researcher used the One-Way ANOVA test with SPSS 25 version. The data analysis process involved several steps:

- a. Formulating the hypotheses, consisting of the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ).
- b. Determining the t-count from the SPSS output.
- c. Finding the critical t-table from the statistical table, using a significance level of 0.05 and the appropriate degrees of freedom ( $df = n-1$ ) for a two-tailed test.
- d. Assessing the significance value obtained from the SPSS 25 analysis; it should be less than the 5% significance level ( $sig < 0.05$ ).
- e. Conducting the hypothesis test. If  $t\text{-count} < t\text{-table}$  or  $t\text{-count} > t\text{-table}$  and  $sig < 0.05$ , the null hypothesis ( $H_0$ ) is rejected in favor

of the alternative hypothesis ( $H_a$ ), indicating a significant difference.

### **3.8 Profile of Yayasan Gemilang Bersama**

The foundation began operating in 1997. Starting from a strong desire what can be devoted to the community. Start from providing compensation to orphans, widows and the poor. Then it increased to providing scholarships for orphans and the poor. With the view that success is the right of all human beings, not just those who are economically strong, the foundation embraces orphans and the poor to be given provision, education, and skills, so that one day they become a generation capable of advancing and building the nation. This foundation has a vision, namely creating a devoted, knowledgeable and skilled generation. The scope of this foundation has 3 parts, religious, socio-economic and education. English is one of the important parts in the scope of education. Therefore, researchers can conduct research on the Suggestopedia teaching method.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1. Research Findings

The research was conducted to find out whether the use of Suggestopedia method is effective on students' reading comprehension. The number of respondents used in the study were 17 participants. The data collection method is done by evaluating students' reading comprehension in the form of giving questions before and after the *Suggestopedia* method is applied. The test was conducted using paired t-test technique with the help of statistical calculation is SPSS (*Statistical Package for the Social Sciences*).

##### 4.1.1. Descriptive Analysis

Descriptive analysis is an analysis that aims to provide an overview or description of the research variables. The following are the results of the descriptive analysis:

**Tabel 4.1** Descriptive Analysis Results

<i>Descriptive Statistics</i>					
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pre-test	17	34,00	74,00	53,29	11,84
Post-test	17	60,00	96,00	73,53	11,18

Based on the descriptive analysis above, it is known that the average score of students' pretest is 53.29. the lowest score obtained was 34.00 and the highest was 74.00. the standard derivation is 11.84. Meanwhile, after being given learning using the Suggestopedia method, an evaluation was carried out in the form of a post-test with an average of 75.53. The lowest score obtained by students during the post-test was 60.00, and the highest was 96.00. The standard derivation of the post-test was 11.18. the noticeable difference between the pretest and post-test shows that the Suggestopedia method has a positive influence in improving students' reading comprehension. the average increase of 22.24 points shows the progress in students' comprehension to understand, pay attention, and comprehend the text.

## 4.1.2 Research Instruments Test

### Validity Test

The validity test was carried out to determine the validity of the research instrument. The validity test technique used is *Corrected Item-Total Correlation*. The number of research respondents is 17 people so that the r table value with a significant level of 5% was 0.482.

**Tabel 4.2** Validity Test Results of Pre-test and Post-test Questions

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53.2941	17	11.83620	2.87070
	Posttest	73.5294	17	11.17541	2.71043

Based on the test results in table 4.2 above, it is known that the r value of all pre-test and pot-test items is greater than the r table value. In accordance with the basis of the validity test provisions, namely  $r_{count} > r_{table}$  (0.482), it can be concluded that all items contained in the study have passed the validity test and are considered suitable for use as an evaluation instrument.

### 4.1.3 Reliability Test

The reliability test aims to determine the consistency of the research measuring instrument. The test is declared reliable if the *Cronbach's Alpha* value is  $>0.60$ . The results of the reliability test calculation can be seen from the following *Cronbach's Alpha* coefficient.

**Tabel 4.3** Reliability Test Results

<b>Value</b>	<b><i>Cronbach's Alpha</i></b>	<b>Description</b>
Pre-test	0,962	Reliable
Post-test	0,965	Reliable

The reliability test results in table 4.3 above show that the *Cronbach's Alpha* value of the pre-test items is  $0.962 > 0.60$ , and the *Cronbach's Alpha* of the post-test items is  $0.965 > 0.60$ . given that all items have a *Cronbach's Alpha* value greater than 0.60, it can be concluded that these items are consistent or reliable instruments.

## 4.1.2. Classical Assumption test

### 4.1.2.1. Normality Test

The normality test was carried out to determine the distribution of research data. The normality test of this study used the *Kolmogorov-Smirnov test*. the results of the normality test can be seen in the following table:

**Tabel 4.4** Normality Test Results.

	<i>Tests of Normality</i>					
	<i>Kolmogorov-Smirnov<sup>a</sup></i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Pre-test score	0,097	17	0,200*	0,972	17	0,859
Post-test score	0,156	17	0,200*	0,915	17	0,119

Referring to the normality test results in table 4.4 above, it is known that the significance value of the pre-test and post-test in the *Kolmogorov-Smirnov Test* section is  $0.200 > 0.05$  respectively. Based on this value, it can be concluded that the data used in the study is normally distributed.

### 4.1.3. Hypothesis Test (*Paired t Test*)

Hypothesis testing in this study used paired t-test. this test is intended to determine whether there is a difference in students' reading comprehension between before and after being given learning using the

*Suggestopedia* method. The results of data analysis can be seen in the following table:

**Tabel 4.6** Hypothesis Tes Results (*Paired t Test*)

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Pretest		4,7240	1,145	-	-	-17,616	
	Posttest	20,23529	0	74	22,664	17,806	61	
					15	44	,000	

Based on the test results listed in table 4.6., the significance value obtained is 0.000 which is smaller than the specified significance level (0.05). The significance value shows that there is a significant difference between the pre-test and post-test of learning outcomes using the *Suggestopedia* method, so  $H_0$  is rejected and  $H_a$  is accepted. That is, *Suggestopedia* method is proven to be effective in students' reading comprehension. After being given learning using the *Suggestopedia method*. The test results also provide strong empirical evidence that the *Suggestopedia* method has a positive impact on students' reading comprehension. This shows that the method is reliable and feasible to be applied in the context of students' reading comprehension.

## **4.2 Discussion**

The application of Suggestopedia method at the eight-grade students of Yayasan Gemilang Bersama had effect to improve the students. Reading comprehension. The data was gathered by the Suggestopedia method provided better results. The students' pre-test and post-test mean scores, which represented the results, provided support for it. After receiving treatment through the Suggestopedia method, students scores were higher than they had been previously. The pre-test mean score for students in the class was 53,29, while the post-test mean score was 73,53. It shown that the mean score of the post-test for

the students was higher than the pre-test.

The result suggests that utilizing the Suggestopedia method could encourage students to take an interest in learning a language. Another conclusion that could be drawn is that Yayasan Gemilang Bersama' eighth-grade students' indicated strong motivation to learn after using the Suggestopedia method. In other words, the Suggestopedia method had an impact on the eight-grade students' reading comprehension.

Darmansyah says that music has the power to motivate people that feel bored in learning to change their opinions. Learning will be more interesting and more enjoyable by listening to music.<sup>1</sup> Moods have a significant role in the success of learning because relaxed and comfortable feelings allow the brain to work lightly. As a result, the information that comes in has greater access, which certainly makes it easy to remember.

As a result, the Suggestopedia method is based on modern understanding about how the human brain functions and how it will effectively learn, it can be three times as quick as traditional method. According to Elfiza's research, Suggestopedia method is easier for students to understand and comprehend, and they also have a good impact on the learning process.<sup>2</sup>

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<sup>1</sup> Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Musik*, (Jakarta: Bumi Askara, 2010) p.74

<sup>2</sup> Elfiza, *Efektivitas Penerapan Metode Suggestopedia dalam Meningkatkan Kemampuan Menulis Karangan Narasi*, (Medan: Thesis from program pascasarjana Bahasa Unimed, 2014) p. 42



### **4.3 Limitation of The Research**

The researcher realized this research wasn't conducted as well as it could have. During the research process, there were certain challenges. In the second semester of this study, the researcher is only able to use the Suggestopedia technique to teach reading to young participants in Yayasan Gemilang Bersama. If the researcher conducted their study in another location or school, it's feasible that they might have discovered different results. Because the research will be implemented quickly, it might not be done as thoroughly as it could be. This research, however, is sufficient to meet all standards. It could not go as well as it could since the researcher lacks expertise and knowledge. However, the researcher made an effort to carry out this study as well and maximally as he could.

Given the limitations listed above, additional research on the effect of Suggestopedia method on students' reading comprehension is required.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

According to the findings of this study, the Suggestopedia approach has an impact on students' reading comprehension. The statistical analysis of SPSS 25 shows that the value of t-count is 17.661 and the significance value is 0.000, as described in the results section above. According to the description from the previous chapter, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted since t-count is larger than t-table ( $17.661 > 1.739$ ) and significance value is lower than 0.05 ( $0.000 < 0.05$ ). It indicates that the reading comprehension of eighth-grade students before and after adopting the Suggestopedia method is effective

The Suggestopedia technique has had a good influence on teaching and learning, it is crucial to highlight. It demonstrates a clear gain in reading comprehension, analysis, and reading skill for eight grade students. As a result, the Suggestopedia method should be used in specially created exercises to teach reading skills.

## 5.2 Suggestion

Considering the result of this research, the researcher would like to make the following suggestions:

1) For the students

As usual, the participants should get better at understanding what they read. By utilizing the Suggestopedia method in their study, the participants are able to analyze the descriptive text with their friends in order to improve their reading comprehension.

2) For English teacher

The teacher at Yayasan Gemilang Bersama should put relaxing music and peripheral learning based on the Suggestopedia method to use and reinforce their students' reading practice so that the students' reading comprehension can grow. It helps students build their critical thinking when analyzing some text.

3) For the Next Researcher

Before doing better research and obtaining reliable results, researchers should determine the weakness and strength of this study in the future. This approach can be used with other individuals and on subjects other than descriptive text.

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## APPENDICES

### *Appendix 1*

The Score of Students' Pre-test and Post-test

Teacher: Alwafa

No.	Nama	Nilai Pretest	Nilai Post test	Nilai Uji Coba Soal harian
1	M. Aldiansyah	52	70	60
2	M. Alfiansyah	49	69	73
3	Alif	42	63	90
4	Ihsan	34	64	83
5	Robby	60	80	77
6	Alfero	36	60	40
7	Fajrul	54	77	86
8	Aziz	68	90	88
9	Wahirin	44	62	78
10	Adi	56	68	60
11	Rasya	74	96	100
12	Musthofa	46	63	67
13	Ahza	64	87	83
14	Akbar	59	84	81
15	Zidni	40	63	75
16	Triski	68	82	77
17	Angga	60	72	79

*Appendix 2*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	17	34.00	74.00	53.29	11.84
Posttest	17	60.00	96.00	73.53	11.18
Valid N (listwise)	17				

*Appendix 3*

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest	.097	17	.200*	.972	17	.859
Nilai Posttest	.156	17	.200*	.915	17	.119

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

*Appendix 4*

<b>One-Sample Kolmogorov-Smirnov Test</b>			
		Pretest	Posttest
N		17	17
Normal Parameters <sup>a,b</sup>	Mean	53.2941	73.5294
	Std. Deviation	11.83620	11.17541
	Most Extreme Differences		
	Absolute	.097	.156
	Positive	.084	.156
	Negative	-.097	-.113
Test Statistic		.097	.156
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.200 <sup>c,d</sup>
<p>a. Test distribution is Normal.</p> <p>b. Calculated from data.</p> <p>c. Lilliefors Significance Correction.</p> <p>d. This is a lower bound of the true significance.</p>			

*Appendix 5*

<b>Test of Homogeneity of Variances</b>			
Levene	df1	df2	Sig.
Statistic			

Nilai	Based on Mean	.015	1	32	.903
	Based on Median	.067	1	32	.798
	Based on Median and with adjusted df	.067	1	31.64 3	.798
	Based on trimmed mean	.028	1	32	.868

*Appendix 6*

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53.294 1	17	11.83620	2.87070
	Posttest	73.529 4	17	11.17541	2.71043

<b>Paired Samples Correlations</b>				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	17	.917	.000

<b>Paired Samples Test</b>									
Paired Differences									
95% Confidence Interval of the Difference									
Mean									
Std. Deviation									
Std. Error Mean									
Lower									
Upper									
t									
df									
Sig. (2-tailed)									
P	Pret	-	4.724	1.14	-	-	-	1	.00
ai	est -	20.23	00	574	22.66	17.80	17.6	6	0
r	Postt	529			415	644	661		
1	est								

*Appendix 7*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.962	15

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	7.9412	32.184	.761	.959
Item_2	8.0000	33.375	.547	.964
Item_3	7.8824	31.860	.833	.958
Item_4	7.8824	31.610	.880	.957
Item_5	7.9412	32.434	.715	.960
Item_6	7.8824	32.110	.787	.959
Item_7	8.0588	32.934	.635	.962
Item_8	8.1176	33.485	.555	.963
Item_9	7.8235	31.904	.852	.958
Item_10	7.9412	32.059	.784	.959
Item_11	7.8235	31.529	.925	.956
Item_12	7.8235	32.404	.757	.959
Item_13	7.8235	31.904	.852	.958
Item_14	7.7647	31.816	.916	.956
Item_15	7.8824	31.735	.857	.957

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items

.965	15
------	----

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_16	8.7059	32.971	.648	.965
Item_17	8.5882	31.757	.913	.960
Item_18	8.7059	33.346	.582	.966
Item_19	8.6471	31.743	.886	.961
Item_20	8.4706	32.890	.795	.963
Item_21	8.6471	32.243	.793	.962
Item_22	8.6471	32.118	.816	.962
Item_23	8.5882	31.757	.913	.960
Item_24	8.5882	33.007	.674	.965
Item_25	8.6471	32.368	.769	.963
Item_26	8.5294	32.640	.784	.963
Item_27	8.5882	32.257	.816	.962
Item_28	8.6471	31.993	.839	.962
Item_29	8.5294	31.890	.934	.960
Item_30	8.7647	32.566	.721	.964

## *Appendix 8*

### Worksheet 1

#### My Bedroom

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe that I put my clothes in it. On the left side of my bed, there is a bookshelf that I put my books there. There is a study desk and a chair next to the shelf. I usually sit there to study. On the study desk there is a desk lamp. When I study in the evening, I always turn on the lamp.

There is also an alarm clock on my desk. I set the alarm in the night before I go to bed. It wakes me up in the morning. Next to my study desk is a computer desk. Usually after studying from school I turn on my computer to find other knowledge that I don't get at school such as learning Corel draw and Photoshop. I can also play games on my computer. When evening comes I don't turn on my computer because it is time for me to do my homework and learn other lessons for tomorrow at school. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.



## I. Multiple Choice

1. The text mainly tells us about....
  - a. The furniture in the writer's bedroom
  - b. The kinds of furniture in a bedroom
  - c. The bed in the writer's bedroom
  - d. The writer's bedroom
2. What is the bed like?
  - a. A cozy wooden bedroom
  - b. In the center of the room
  - c. Nice and large
  - d. Small but nice
3. Where is the location of the desk lamp?
  - a. On the table
  - b. Next to the bed
  - c. Next to the table
  - d. Behind the alarm clock
4. What is the function of the alarm clock?
  - a. To give information about the weather
  - b. To wake the writer up in the morning
  - c. To make the writer sleep
  - d. To tell the time to sleep
5. When can I use the computer?
  - a. In the morning
  - c. in the evening

b. In the afternoon

d. in the night

## **II. Essay**

1. What kind of furniture is in my room?
2. What is the function of the wardrobe?
3. What do i do after studying at school?
4. What do i do in the evening?
5. What is the function of the book shelf?

### *Appendix 9*

#### Worksheet 2

#### ISTIQLAL MOSQUE

This Mosque is a prominent mosque located in Jakarta, the capital city of Indonesia. It is the largest mosque in Southeast Asia and one of the largest mosques in the world. The mosque was designed by Frederich Silaban, an Indonesian Christian architect, and was opened for public worship in 1978.

The Istiqlal Mosque is an important symbol of Indonesia's religious diversity and tolerance. It is named after the Arabic word "istiqlal", which means independence, to commemorate Indonesia's independence from Dutch colonial. The mosque's design is a blend of modern and traditional Islamic architecture and features a large central dome, a prayer hall that can accommodate up to 120.000 worshippers, and several smaller

domes. The interior of the mosque is simple and elegant, with marble floors, plain white walls, and a central *mihrab*.

The Istiqlal Mosque is not only a place of worship but also a center for Islamic education and culture. It hosts a range of activities, including religious lectures, Quranic recitation classes, and cultural events. The mosque has become a symbol of Indonesia's commitment to religious tolerance.

*Answer the questions based on the text above!*

1. Where is the Istiqlal mosque located?
2. Who is the designer of the Istiqlal mosque?
3. When is the opening of the Istiqlal mosque for public?
4. What is the meaning of "Istiqlal"?
5. What is the design of the mosque?
6. How many people can worship at the Istiqlal mosque?
7. What is the interior of the Istiqlal mosque?
8. What are the uses of the Istiqlal mosque besides a place of worship?
9. What does the "symbol" in the last sentence mean?
10. Is the Istiqlal mosque one of the largest mosques in the world?

## *Appendix 10*

### Worksheet 3

#### **EAGLE**

Eagles are large, predatory birds of the *Acciptridae* family. They have powerful hooked beaks and sharp talons. Eagles typically have brown plumage, but can also be black, white or gray.

They are diurnal animals and live in a wide range of habitats, including forests, mountains, deserts, and coastal areas. Eagles are opportunistic predators and feed on a variety of prey items, including small mammals, fish, reptiles and birds. Eagles are carnivorous. They are monogamous animals and mate for life.

Eagles are very protective of their nests and young, and will aggressively defend them from predators and intruders. Eagles are magnificent creatures and are revered by many cultures around the world. In Native American mythology, eagles are often associated with wisdom and strength. In modern times, eagles are still seen as symbols of power and freedom.

*Answer the questions correctly based on the text!*

1. The text tells us about...
  - a. Eagles' origin
  - c. Eagles' habitats

- b. Eagles' prey
- d. Eagles'
2. What does an eagle have to hunt for prey?
- a. Sharp talons
- b. Long neck
- c. Flattened beak
- d. Flexible body
3. Which family does the eagle belong to?
- a. *Bucorvinae*
- b. *Certhinae*
- c. *Acciptridae*
- d. *Apodinae*
4. What animal is the eagle?
- a. Carnivores
- b. Herbivores
- c. Omnivores
- d. Insectivores
5. When do eagles actively search for its prey?
- a. In the midnight
- b. In the morning
- c. at sunset
- d. at dawn

*Write your answer down below!*

1. What are the colors of the eagles?
2. Where are the habitats of the eagles?
3. What do the eagles usually prey on?
4. What does the eagle symbolize in Native American mythology?

5. Do the eagles need a mate to survive?

*Appendix 11*

**ANSWER KEY**

**Reading Pre-Test**

*(Multiple choice)*

- |   |                    |
|---|--------------------|
| 1. a. Peter<br>pockets                                      | 11. a. in her      |
| 2. b. fourteen<br>pockets inside the bag                    | 12. d. the         |
| 3. c. he plays basketball at school                         | 13. c. buying      |
| 4. a. the writer's youngest brother<br>is satisfied tha bag | 14. d. the writer  |
| 5. d. peter is diligent<br>the writer's new bag             | 15. c. to describe |
| 6. b. my house  |                    |
| 7. d. Laundry room  |                    |
| 8. b. four bedrooms   |                    |
| 9. c. computer  |                    |
| 10. d. Sunday   |                    |

*(Essay)*

1. Isabella is my classmate
2. She is very beautiful and friendly. She is also very energetic.
3. Audiences

4. Traditional dances
5. Because she often performing dance on the stage
6. Isabella is famous
7. Because she always gives to audiences the best performance
8. She appeared many times in formal ceremonies and she often performs abroad as a member of Indonesia cultural delegations.
9. Isabella
10. The text describes a person, Isabella

## **ANSWER KEY**

### **Reading Post-test**

*(Multiple choice)*

- |  |                                  |
|--|----------------------------------|
| 1. a. he is fat and wears a pair of glasses          | 11. b. she is a housewife        |
| 2. c. in his spare time                              | 12. b. in a mining company       |
| 3. c. 13 years old                                   | 13. c. 2 weeks                   |
| 4. c. the writer does not like playing Japan someday | 14. c. visiting                  |
| 5. c. reading  | 15. b. photographs of her family |
| 6. b. Nero's daily activities                        |                                  |
| 7. c. Nero always studies in the evening             |                                  |
| 8. d. he helps his parents                           |                                  |

9. b. he returns home on foot

10. a. doing homework

*(Essay)*

1. Mecca

2. 8 million of Muslim people

3. the city that never sleeps

4. the city surrounded by mountains

5. the streets in the city are full of pedestrians

6. transporting the passengers from the airports to the hotels

7. Mecca clock tower

8. 801 meters

9. the first four floors

10. Yes, the hotel at the Mecca Clock Tower is five star

## **ANSWER KEY**

### **(MY BEDROOM)**

#### *Multiple Choice*

1. d. the writer's bedroom

2. c. nice and large

3. a. on the table

4. b. to wake the writer up in the morning

5. b. in the afternoon

#### *Essay*

1. bed, study desk, computer desk, book shelf, wardrobe, chair



2. the function of the wardrobe is putting the clothes neatly
3. I turn my computer on to find other knowledge
4. I do my homework and learn other lessons for tomorrow
5. the function of the bookshelf is putting the books

## **ANSWER KEY**

### **(ISTIQLAL MOSQUE)**

#### *Essay*

1. The Istiqlal mosque located in Jakarta
2. Frederich Silaban
3. The opening of the Istiqlal mosque for public is` 1978
4. The meaning of Istiqlal is Independence
5. the design of the mosque is the blend of modern and traditional Islamic architecture
6. The mosque can accommodate up to 120.000 worshippers
7. The interior of the mosque is simple and elegant, with marble floors, plain white walls, and a cenral mihrab
8. Centre for Islamic education and culture (Religious lecture, Quranic recitation classes, and cultural events)
9. the symbol of Indonesia's commitment to religious tolerance.
10. yes, the mosque is one of the largest mosques in the world

## **ANSWER KEY**

### **(EAGLE)**

#### *Multiple choice*

1. b. eagles
2. a. sharp talons
3. c. *Acciptridae*
4. a. carnivores
5. b. in the morning

#### *Essay*

1. Brown plumage, black, white or gray
2. Forests, mountains, deserts, and coastal areas
3. Small mammals, fish, reptiles, and birds
4. It is often associated with wisdom and strength
5. Yes, eagle need mate to survive

#### *Appendix 12*

### **LESSON PLAN OF SUGGESTOPEDIA METHOD ON STUDENTS' READING COMPREHENSION**

#### **A. Learning Objectives**

In this lesson, by using Suggestopedia method in reading comprehension, which participants are able to understand the linguistic elements and the generic structure of descriptive text..

## **B. Learning Material**

### **1. Regular Material**

- **Definition of Descriptive Text**

Descriptive text is a type of text that focuses on describing a certain person, place, or object. It has a function in describing something or someone, including their personalities and outward features.

- **Social Function of Descriptive Text**

to identify a specific person, location, or thing.

- **Generic Structure**

The generic structure of descriptive text can be used to establish as identification and description.

Identification: identifies the phenomenon that will be detailed.

Description: Provides information on a part, characteristics, its attributes, etc.

- **Language Features**

- a. Using attributes and identifying process
- b. Using vocabulary (noun, pronoun, and classifiers in nominal group)
- c. Using simple present tense.

- **Materials**

- a. Reading passages appropriate for the students' level
- b. Comfortable seating arrangements
- c. Descriptive text

### **C. Learning Method**

Method : Suggestopedia Method

### **D. Learning Activities**

- **First Meeting**

<b>Steps</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Pre-Activities</b>	<b>Opening</b> <ul style="list-style-type: none"><li>- Engage students in a short conversation about their favorite books or reading experiences.</li><li>- Ask open-ended questions to stimulate their interest in reading.</li></ul>	15 minutes

	<ul style="list-style-type: none"> <li>- Explain the Suggestopedia method to students, highlighting its benefit for improving reading comprehension</li> </ul>	
<b>Main Activities</b>	<p><b>1. Observing</b></p> <ul style="list-style-type: none"> <li>- Create a calm and relaxed environment.</li> <li>- Play soft background music and encourage students to find a comfortable seating arrangement.</li> <li>- Conduct a relaxation exercise, such as deep breathing to help students relax</li> <li>-</li> </ul> <p><b>2. Elaborating</b></p> <ul style="list-style-type: none"> <li>- Introduce a reading passage</li> <li>- Divide the passage into smaller sections</li> </ul>	65 Minutes

	<ul style="list-style-type: none"> <li>- Use descriptive text to present each section, emphasizing tone, expression, and intonation.</li> <li>- Give the worksheet to the students.</li> </ul> <p><b>3. Evaluating</b></p> <ul style="list-style-type: none"> <li>- Checks the participants' worksheet.</li> <li>- Evaluates the participants' worksheet by giving <i>feedback</i>.</li> </ul>	
<b>Post-Activities</b>	<ul style="list-style-type: none"> <li>- Concludes the lesson learnt today with the students.</li> <li>- The teacher ends the meeting by saying <i>Hamdalah</i>.</li> </ul>	10 Minutes

• **Second meeting**

<b>Steps</b>	<b>Activities</b>	<b>Time</b>
--------------	-------------------	-------------

		<b>Allocation</b>
<b>Pre-Activities</b>	<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>- Greet the class and asks the participants' condition</li> <li>- Review the previous session's reading passage and discussion</li> </ul>	<b>15 Minutes</b>
<b>Main Activites</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Create a relaxing environment using comfortable seating and soft background music</li> <li>- Conduct a brief relaxation exercise to help students relax and focus</li> </ul> <p><b>Elaborating</b></p> <ul style="list-style-type: none"> <li>- Introduce a new reading passage of descriptive text</li> <li>- Divide the passage</li> </ul>	<b>65 Minutes</b>

	<p>into sections and use dramatic readings to present each section.</p> <ul style="list-style-type: none"><li>- Encourage silent reading along with the reading passage.</li><li>- Identify key vocabulary words from the passage.</li><li>- Teach the meaning and usage of these words using various techniques (context clues)</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>- Engage students a discussion about the passage</li><li>- Ask comprehension question and encourage critical thinking</li><li>- Give the worksheet to the students</li></ul>	
--	--	--



<b>Post Activities</b>	<ul style="list-style-type: none"> <li>- The teacher together with the participants concludes the lesson learnt today.</li> <li>- The teacher conducts an assessment or reflection on the activities that have been carried out.</li> <li>- The teacher ends the meeting by saying <i>Hamdalah</i>.</li> </ul>	<b>10 Minutes</b>
------------------------	--	-------------------

• **Third meeting**

<b>Steps</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Pre-Activities</b>	<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>- Greet the class and asks the participants' condition</li> <li>- Review the previous</li> </ul>	<b>15 Minutes</b>

	session's reading passage and vocabulary words.	
<b>Main Activities</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Create a relaxing environment using comfortable seating and soft background music</li> <li>- Conduct a brief relaxation exercise to help students relax and focus</li> </ul> <p><b>Elaborating</b></p> <ul style="list-style-type: none"> <li>- Administer a different reading passage</li> <li>- Divide the passage into sections and use dramatic readings for presentation.</li> <li>- Encourage silent reading along with</li> </ul>	<b>65 Minutes</b>

	<p>the reading.</p> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>- Engage students a discussion about the passage</li> <li>- Ask comprehension question and encourage critical thinking</li> <li>- Give the worksheet to the students</li> </ul>	
<b>Post Activities</b>	<ul style="list-style-type: none"> <li>- The teacher together with the participants concludes the lesson learnt today.</li> <li>- The teacher conducts an assessment or reflection on the activities that have been carried out.</li> <li>- The teacher ends the meeting by saying <i>Hamdalah</i>.</li> </ul>	<b>10 Minutes</b>

## CURRICULUM VITAE

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### B. Educational Background

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