CHAPTER I
INTRODUCTION

This chapter provides general outline of the study. It covers background of the study, statement of the problem, aims of the study, scope of the study, hyphotesis, significance of the study and organization of paper.

1.1 Background of the study

One of the problems in English Education field in Indonesia is the lack of students' ability in reading. 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. The classroom environment do not support them to read well so the students are not motivated to read English text. Many students also look like getting bored to follow the classroom activity. Most of the teachers cannot provide an interesting reading activity in the classroom. As a result, the students cannot reach the minimum level of reading comprehension achievement since they lack of motivation in reading.

Whereas, reading is one of the important language skills in obtaining input to learn foreign language. The more people read, the more knowledge they can gain especially to enrich their vocabulary. It is also considered to be the essential channel of communication in an every widening world. In addition, it is believed that improved reading skills would improve students' academic performance.

According to Baumel (1998), The goals of reading are to understand written text, integrate new ideas, and generalize from what is read. But it is not that easy to reach those goals of reading. In reading a text, it does not only need to comprehend the content or the message of the text, but also need to understand the language used in the text. Hence, it will need some complex aspects such as the readers' experience toward the topic being read, knowledge of the topic itself, and

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also readers' interests. Most of people think that reading is that simple. But actually, reading is more than just read paragraph or text without any goals but it consists of understanding and comprehending the meaning of the text. The readers also should set their reading purposes before they are going to read, whether it is for getting information, enhancing the knowledge, learning something or getting some pleasures. Basically the purpose of reading is based on their own motivation. Thus, building motivation or interest is the most important thing in reading.

Moreover, in the language learning process, reading is one of the receptive skills. Based on the education policy in our country Indonesia, English is one of subject matters in UN (National Examination). Besides listening, reading comprehension becomes the important part in UN. It is because mostly the questions are based on the student's comprehension toward the certain text. Unfortunately, most of students still lack of interest toward reading, so they do not have knowledge and still lack of vocabulary. Regarding those matters, reading is the important skill that should be mastered by the students, because it can be the crucial matter when the students face some English text then they do not still comprehend and cannot get the meaning of the text. As a result, their English score in National Examination is still low.

As the English teacher, it is a duty to make their students are interested in reading English text. If students are highly motivated, they will achieve their reading purpose and comprehend the text easily. One of the efforts to make the students are motivated and interested in reading English text is by providing a pleasant reading activity. A good and interesting method is necessary.

Nowadays, teaching language as a foreign language has developed very rapidly, especially in United States and European countries. They have some established research in the field of linguistics and language teaching that create some great ideas. Rapid progress in the field of communication has brought these thoughts to developing countries, including Indonesia. So, it is not surprising that

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the theory of language learning is applied in Indonesia which adopts ideas from the West. According to Dardjowijojo (1996:30), there are five sophisticated approaches in language teaching such as, Community Language Learning, Total Physical Response, The Natural Approach. The Silent Way, and Suggestopedy.

Compared with the approaches that have been developed previously such as Grammar-Translation Method and Direct Method which consider teacher as the owner of knowledge and students as an object, these current approaches are more priority to the role and the need of the students. Because of that, the researcher consider to use one of them to prove the efectiveness of using suggestopedia in language teaching. Suggestopedia is the humanistic approach that prioritize the student's needs.

Suggestopedia is a modern methodology in teaching foreign language coming from Bulgaria. It is developed by a Bulgarian doctor, Georgi Lozanov. Suggestopedia is a teaching system which makes the use of all the possibilities tender suggestion can offer (Lozanov, 1978:11). It relies on the relaxation with the comfortable atmosphere. The teacher can create and provide the pleasant activity with a very comfortable environment so the students can enjoy and feel relaxed during the lesson. It involves the psychological, educational, artistic and musical (Lozanov, 1982). Psychological atmospehere is created by an attractive classroom, such as soft lighting, seating arrangement, etc. Educational atmosphere is how the teacher can bring the material to the classroom and motivate them to engage with the material. Artistic atmosphere is by using some pictures related to the material and stick them on the wall. Musical atmospehere is where the lesson has backsound by using classical music or baroque music which will get the students focus, being relaxed and concentrate to the material. The students will enjoy the lesson without any fears, then they are able to reach their own maximal potential learning.

Based on several research that investigated the use of suggestopedia to teach foreign language, it showed that such method was effective. One of the

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investigations has been conducted by Shafqat, et al (2009) entitled "*The experimental study for effectiveness of superlearning technique at elementary level in Pakistan*". This study investigated whether or not the use of superlearning technique as known as suggestopedia in teaching science was effective. As the result, such technique successfully worked well in improving student's score in science subject. The same result was shown by the similar study about sugestopedia in another context that was in teaching and learning foreign language. It has been conducted by Prichard, et al (1980). He conducted the study in one of high schools in Indianola at German class for one year. As a result, he found that there was a significant difference between the experimental group which was treated by suggestopedia and control group. In addition, the action research about "*The improving student's reading comprehension in narrrative text through suggestopedia method*" has been successfully conducted by Djuhariah, et al (2012). It was found that the students's reading comprehension of narrative text could be improved from cycle 1 to cycle 2. Moreover, there were also several advantages from the use of such method. The students could be relaxed and more easily to absorb the material. That is why Lozanov suggests to implement this method in teaching foreign language.

Regarding those reasons, the researcher considers to implement this method in teaching reading comprehension. Thus, the participants of this study are the junior high school students. Particularly, this study is conducted to know whether this method is effective or not in teaching reading comprehension of narrative text. Moreover, it is to find out the student's responses toward the suggestopedia method. Finally, the researcher hopes that the use of suggestopedia can improve the students' reading skills and it can be one of the attractive methods to teach foreign language.

1.2 Statement of the Problem

This study is conducted to answer the following questions:

1. Is the use of suggestopedia method effective in teaching reading comprehension?

2. What are the students' responses toward the suggestopedia method in teaching reading comprehension of narrative text?

1.3 Aims of the Study

Associated with statement of the problem above, there are two objectives of the research. The first is to know whether the use of suggestopedia method is effective in improving students's reading comprehension or not. The second one is to find out the student's responses toward the suggestopedia method in teaching reading comprehension of narrative text.

1.4 Scope of the Study

This study limits its investigation into two concerns. The first concern is about the effectiveness of suggestopedia method in teaching reading comprehension of narrative text. The second concern is about the level of reading comprehension. This study only focuses the students' reading comprehension on the literal level.

According to Berry (2005), there are three different levels of reading comprehension; literal level, interpretive level, and applied level. Literal level is the basic level of reading comprehension in which the reader can memorize and approach the new information of the text. Interpretive level is a level in which the reader tries to understand what they have memorized in the literal level. Applied level is a level in which the reader attempts to examine the message from the author and to apply that message in other setting such as, article, essay, report, etc.

1.5 Hyphotesis

Since this study is to find out whether or not the use of suggestopedia method is effective in teaching reading comprehension of narrative text, null

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hyphotesis and alternative hyphotesis are used. As stated by Coolidge (2000) and Kranzler and Moursund (1999), the null hyphotesis and alternative hyphotesis are as follows:

H_0 : there is no difference between reading narrative text by using suggestopedia method in experimental and control groups after being given the treatment.

H_A : there is difference between reading narrative text by using suggestopedia method in experimental and control groups after being given the treatment.

1.6 Significance of the Study

By doing this study, the researcher hopes that this study will give any contributions for educational field especially in teaching strategy which is used in the teaching and learning process. Furthermore, if the result of this study shows that there is a significant difference between both groups, so this strategy can be regarded as a productive method that can be used as an alternative strategy to improve the students' reading comprehension. It becomes a consideration for the English teachers to implement such technique in the classroom. Besides that, it will be very useful for the students to enhance their interests and knowledge in learning English.

1.7 Clarification of Terms

In order to avoid misinterpretation in understanding this study, it is important to clarify the following definitions of key terms:

a. Effectiveness refers to a different effects which determine a better result in teaching reading process through the implementation of suggestopedia.

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b. Suggestopedia is a teaching method using classical music and pictures as a tool and giving a good suggestion to create relaxation and comfortable learning environment.

c. Reading comprehension is a process of understanding the text as well as the interaction between the reader's background knowledge of the text.

d. Narrative text is one of text types with a representative of an event or series of events which aims to entartain the reader. It tells about legend, fairy tale, folktale, fable, myth, science fiction, short story, modern fantasy, etc.

1.8 Organization of Paper

The organization of this paper is started with chapter I, introduction. This chapter introduces the problem discussed in this paper. It consists of background of the study, statement of the problem, aims of the study, scope of the study, hyphotesis, significance of the study, clarification of terms and organization of paper. Chapter II is theoretical foundation which explains related theories and literature. Chapter III is methodology, explains the methodology or research design used by the researcher. Following is chapter IV, data analysis, findings and discussions, explains the data analysis, the findings of the research and the discussion. And the last is chapter V, conclusion and suggestions. Conclusion of the research is described in this chapter. It also contains some suggestions that are fully expected to assist anyone dealing with this study.