

## CHAPTER I

This chapter gives a brief description of the whole content of the research, including background of the study, statements of the problem, aims of the study, hypothesis, scope of the study, research methodology and organization of paper.

### 1.1 Background of the Study

Reading is an activity to get meaning of the text which involves the readers' knowledge and the text they read. However, reading is not just to read aloud the text without any goal. The readers 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 pleasure.

Basically, their reading purposes are based on their own motivation. If students are high motivated, they will achieve their reading purposes easily. Unfortunately, students who learn English as a foreign language have low motivation to read. However, it is important to make their foreign language reading more interested for them. Thus, it is a duty for teachers to increase students' motivation to read in order to make them more motivated and easier to set their own purposes. One of the efforts to make their foreign language reading motivated and interested is by making a pleasant reading activity. There are a lot of interesting and pleasant teaching reading methods that are appropriate to be used in teaching reading. One of them is suggestopedia as a modern method coming from Bulgaria.

Suggestopedia is a modern method developed by a Bulgarian doctor, Georgi Lozanov. Suggestopedia is a method that relies on relaxation. The relaxation itself is created by comfortable atmosphere which includes psychological, educational, artistic, and music (Lozanov, 1982). The psychological relaxation is created by an attractive classroom (soft light, comfort chair, etc). Educational atmosphere is created by the teacher's dynamic personality to act out the material and to motivate the students. Artistic atmosphere is created by hanging some pictures related to the material on the wall. The music atmosphere is created by using baroque music as a core part of suggestopedia in creating the relaxation. It will bring the students' mental state to the optimum state where the students will enjoy the learning without any fear, so that they will be able to reach their own maximal potential learning.

There are a lot of advantages from the use of suggestopedia in teaching foreign language. Suggestopedia creates students' relaxation and makes students enjoy the learning process. That is the reason why suggestopedia suggested by Lozanov can be used in foreign language teaching. Furthermore, some research also shows that suggestopedia is effective to be used in foreign language teaching.

Shafqat, *et al* (2009) conducts a research entitled "*An experimental study for effectiveness of superlearning technique at elementary level in Pakistan*". This research investigated whether the use of superlearning as known as suggestopedia in teaching science is effective or not. The result of this research was the use of suggestopedia works successfully in improving the achievement of students' score

in science subject. The same result was shown by a research about suggestopedia conducted by Prichard *et al.* (1980) in one of High School in Indianola at German class for during one year. He concluded that the use of suggestopedia in experimental class giving more significant differences achievement than control one.

Besides, a research conducted by Rahim (2010) entitled “*Using Suggestopedia to Improve the Second Year Students' Reading Comprehension Achievement in SMP 1 Jember*” also showed positive results. The results showed that suggestopedia create an attractive and effective class activity.

Some previous studies above have some similarities and differences. The similarities of research conducted by Prichard, *et al* (1980) and Rahim (2010) are the use of suggestopedia in teaching foreign language as a second language and the same participants of the research; students of junior high school. While, the research conducted by Shafqat *et al* (2009) is different from others. They used suggestopedia not to teach foreign language but to teach science subject and the participant is students of elementary school.

Referring to the previous studies which investigate the use of suggestopedia to teach foreign language, this research also investigates the use of suggestopedia in teaching foreign language especially to teach reading comprehension of narrative text in literal level. Thus, the participant of this study is junior school students same as Prichard’s *et al* (1980) and Rahim’s (2010).

Furthermore, the significance of this study entitled “*The Use of Suggestopedia in Teaching Reading Comprehension*” is to investigate whether the use of suggestopedia is effective or not. Particularly, it is conducted to find out students’ ability in reading comprehension with suggestopedia. Moreover, it is conducted to know the students’ responses in teaching reading by using suggestopedia. Finally, hopefully this method can be implemented by the teacher in order to improve the quality of students’ learning in reading comprehension.

## **1.2 Statement of the Problems**

The problems had formulated in the form of the following research questions:

- a. Is the use of suggestopedia effective in teaching reading comprehension on narrative text?
- b. What are the students’ responses in teaching reading comprehension on narrative text by using suggestopedia?

## **1.3 Aims of the Study**

Considering the background and some problems above, the aims of this study are:

- a. to know whether the use of suggestopedia is effective in increasing students’ reading comprehension or not
- b. to find out the students’ responses in teaching reading by using suggestopedia

#### **1.4 Scope of the Study**

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

Regarding there are different levels of reading comprehension, this study only focuses on the use of suggestopedia in teaching reading comprehension at literal level. This study was investigated when the students are being tough with suggestopedia. Besides, the study also collects and analyzes students' opinions about the technique.

#### **1.5 Hypothesis**

Hatch and Farhady (1982: 85-86) stated that, "hypothesis can be considered as the tentative statement about the outcome of the research." Then, the research was conducted to examine the hypothesis which is stated as follows:

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

By using null hypothesis, every possibility of the research can be known.

If the null hypothesis was accepted, it can be concluded that the treatments did not

work. While if the alternative hypothesis was accepted, it means that the treatments worked well.

## 1.6 Research Methodology

### 1.6.1 Research Design

This study is a quasi-experimental research. Two groups are involved in this study. The first group is the Experimental Group (EG) which will be treated with using baroque music in learning process. The second group is the Control Group (CG) which will be treated with conventional method. The experimental design in this study is described schematically as following:

Sample	Pre test	Treatment	Post test
Experimental group	X1e	T	X2e
Control Group	X1c	0	X2c

Notes:

X1e : Students' reading achievement of experimental group in pre test

X1c : Students' reading achievement of control group in pre test

X2e : Students' reading achievement of experimental group in post test

X2c : Students' reading achievement of control group in post test

T : Treatment using suggestopedia method in learning process

### 1.6.2 Sample

The samples of this study are two classes of second grade students of SMPN 1 Lembang. The first class is 8C as the experimental group and the second class is 8D as the control group, each consists of about 38 students. So the total number of the sample is about 80 students. Furthermore, the experimental group is

given several treatments in period of 4 meeting. This sample is chosen because based on pre-test score, they have same ability on their reading comprehension.

### 1.6.3 Data Collection

In collecting the data, there are two types of data; the first is in form of numerical data taken from pre-test and pos-test, and interview data regarding the students' response to the use of suggestopedia in teaching reading comprehension. Pre-test was conducted to know the students' initial ability in reading comprehension, it was given to both experimental and control group. Pos-test was conducted to examine whether or not there is any significant difference between experimental and control group in which the experimental group was given suggestopedia treatment. Interview was given to know the students' responses regarding to advantages and disadvantages of suggestopedia. Interview was given at the end of the research.

In collecting those data, this study conducted several steps, namely:

- 1) administering pilot test
- 2) analyzing pilot test result
- 3) giving pre-test
- 4) analyzing pre-test score
- 5) presenting control and experimental group
- 6) administering treatments to experimental group
- 7) giving post-test to the experimental and control group
- 8) calculating the result of post-test

- 9) administering interview to the experimental group
- 10) analyzing the interview result
- 11) discussing the findings
- 12) concluding the findings

### 1.7 *Organization of Paper*

The research paper is organized as follows:

#### 1) **Chapter 1:** Introduction

This chapter provides the background of the study, research question, the purposes of the study, the significance of the study, the scope of the study, research method, sample, data collection, clarification of key terms, and organization of the paper.

#### 2) **Chapter 2:** Theoretical Foundation

This chapter explains the theoretical foundation that relevant to the research field and as the basis for investigating the research problems.

#### 3) **Chapter 3:** Research Methodology

This chapter discusses the subject of the research, procedures in collecting the data and data analysis.



#### 4) **Chapter 4:** Research Findings and Discussions

This chapter reports the data presentation and data interpretation. The data obtained from questionnaire and interview is presented in the statistical form as well as in narrative.

#### 5) **Chapter 5:** Conclusions and Suggestions

This chapter contains the researcher's concluding remarks regarding the results of the study and suggestions for further researches.

