

# USING SUGGESTOPEDIA METHOD IN READING COMPREHENSION

(Pre-Experimental Research at the Second Years Students' of Madrasah Aliyah Guppi Samata)



UNIVERSITAS MUHAMMADIYAH MAKASSAR

2022



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Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain ataupun dibuatkan oleh siapapun.

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Yang Membuat Pernyataan

**Nina Sri Astuti**



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Dengan ini menyatakan perjanjian sebagai berikut:

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2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

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Makassar, 04 Agustus 2022

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## MOTTO

*Punna baji atekatta' manna runtung langi' ta'langga sai*

## DEDICATIONS

*A thesis for my beloved family*

*Especially Mr. Syaharuddin as my strongest father and Mrs. Salmiyah as my beautiful mother*

*My own self*

*My beloved grandmother*

*My beloved grandfather*

*My beautiful girl Nini Rosita Dewi*

*My Handsome Boy Muh.Tri Sulastio*

*My Beloved Partner: Konoha Family, my best friend, Racun Sapaya 17*

*KSR PMI Unit 114 Unismuh Makassar*

*Kekasih FLP Unismuh*

*Keluarga besar FLP Maros*

*Thanks for being a part of my poetry*





## ABSTRACT

**Nina Sri Astuti. 2022. Using Suggestopedia Method in Reading Comprehension (Pre-Experimental Research at The Second Years Students' of Madrasah AliyahGuppi Samata).** Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (Supervised by Eny Syatriana and Andi Asri Jumiaty).

This research aimed to know whether Suggestopedia as Method can improve students reading comprehension especially at literal comprehension (main idea) and interpretative comprehension (conclusion) in the Second Grade Students of Madrasah Aliyah Guppi Samata.

The researcher applied pre-experimental method with use one group pre-test and post-test design and collected data by giving pre-test and post-test. The researcher conducted this research at Madrasah Aliyah Guppi Samata. The sample for this research was Class XI that consisted of 15 students. Purposive Sampling Technique as a technique sampling in this research.

The findings of this research showed that was a significant difference the result between pre-test and post-test after treatment. In literal level, the mean score of the students' pre-test was 51.7 and the mean score of the students' post-test was 90. While, in interpretative level, the mean score of the students' pre-test was 45 and the mean score of the students' post-test was 85. Therefore, in reading comprehension, the mean score of the students' pre-test was 48.3 and the mean score of the students' post-test was 87.5.

Based on the result of the data analysis, the t-test value of the reading comprehension skills was 12.7 and the t-table value of reading comprehension was 2.14. It means that the t-test graters than the t-table. The alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. In order that, the suggestopedia method was affected to improve the students' in reading comprehension at descriptive text.

**Keywords:** *Method, Suggestopedia and Reading Comprehension*

## ABSTRAK

*Nina Sri Astuti. 2022. Menggunakan Metode Suggestopedia dalam Pemahaman Membaca (Penelitian Pra Eksperimen Pada Siswa Kelas II Madrasah Aliyah Guppi Samata). Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (Dibimbing oleh Eny Syatriana dan Andi Asri Jumiaty).*

Penelitian ini bertujuan untuk mengetahui apakah Suggestopedia sebagai Metode dapat meningkatkan pemahaman membaca siswa khususnya pada pemahaman literal (gagasan utama) dan pemahaman interpretatif (kesimpulan). Peneliti menerapkan metode pre-eksperimental dengan menggunakan one group pre-test and post-test design dan mengumpulkan data dengan memberikan pre-test dan post-test. Peneliti melakukan penelitian ini di Madrasah Aliyah Guppi Samata. Sampel dalam penelitian ini adalah Kelas XI yang berjumlah 15 siswa. Teknik Purposive Sampling sebagai teknik pengambilan sampel dalam penelitian ini.

Hasil penelitian ini menunjukkan bahwa terdapat perbedaan hasil yang signifikan antara pre-test dan post-test setelah perlakuan. Secara literal, nilai rata-rata pre-test siswa adalah 51,7 dan nilai rata-rata post-test siswa adalah 90. Sedangkan pada level interpretatif, nilai rata-rata pre-test siswa adalah 45 dan nilai rata-rata post-test siswa adalah 85. Oleh karena itu, dalam pemahaman bacaan, nilai rata-rata pre-test siswa adalah 48,3 dan nilai rata-rata post-test siswa adalah 87,5.

Berdasarkan hasil analisis data, nilai t-test keterampilan membaca pemahaman adalah 12,7 dan nilai t-tabel pemahaman membaca adalah 2,14. Artinya uji t-test besar dari pada t-tabel. Hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Oleh karena itu, metode Sugestopedia berpengaruh untuk meningkatkan pemahaman membaca siswa pada teks deskriptif.

**Kata kunci:** Metode, Suggestopedia dan Pemahaman Membaca

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The Researcher,

**Nina Sri Astuti**



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## CHAPTER 1

### INTRODUCTION

#### A. BACKGROUND

Language was a communication tool to convey information to others. Without language, communication can be difficult to establish. There are two types of communication: verbal and non-verbal communication. Owen in Setiawan (2006:1) language can be defined as a socially acceptable code or a conventional system for conveying concepts through the use of symbols and desired combination symbols governed by a condition.

The process of teaching and learning a language, especially English, was very important. In Indonesia, English was a foreign language. Whereas, in other countries, English has become a second language. Therefore, that language was an international language. The use of it must continue to be improved. In the field of education, the mastery of English skills must continue to be improved. There are four important skills that need to be mastered They are reading, writing, speaking and listening. It aims to help us learn things related to English. Harmer (2007) explained they are speaking, listening, reading, and writing. Reading was one of the language skills included in the receptive skills category where we know it means to accept because the reading skill was a skill that functions to obtain information in written form. The current millennial era, being a teacher requires extra creativity to keep students interested in learning. If students are interest in learn then the transfer of knowledge can be easier. There are various methods used to attract students' attention. One method was the Suggestopedia method. Suggestopedia was an

appropriate language learning method because it stimulates mental intelligence to support the achievement of learning objectives. Suggestopedia method provides learning motivation to foster student enthusiasm to learn. Besides that, the usual suggestopedia method uses media where its audio and motivation can stimulate students' intelligence. Xue ( 2005 ), that focuses on the way to take care of the link between mental potential and brain. It's terribly applicable to use in teaching reading to young language learners

The purpose of using the suggestopedia method was to make students feel relaxed in accepting the lesson. Relaxed mental conditions make students comfortable in the process of transferring the knowledge. Its method uses memorization techniques.

Previous research discusses the use of suggestopedia in the application of reading comprehension using narrative texts. Meanwhile, this study applied descriptive text. There are some problems that are often experienced by students when reading descriptive texts. Only some students are able to pronounce reading well. Even the intonation of students in reading descriptive text was less skill. Some students cannot understand the meaning of descriptive reading.

According to the issue, the researcher chose Madrasah Aliyah Guppi Samata as a place to conducted of the research, especially in the second years. The researcher had ever volunteered there. Based on the observations, Madrasah Aliyah Guppi Samata has never used the suggestopedia method in process of learning English. In addition, many students were shy and afraid to learned English as well as other factors that cause these students to experiences difficult to learn English.



Based on the problem above, the researcher decided to conduct pre experimental research under the title “Using Suggestopedia Method in Reading Comprehension” pre-experimental research at the second years of Madrasah Aliyah Guppi Samata.

## **B. RESEARCH QUESTION**

Based on the background of research mentioned above, the researcher formulates research question as follows;

1. How does the suggestopedia method improve the students' literal reading comprehension?
2. How does the suggestopedia method improve the students' interpretative reading comprehension?

## **C. OBJECTIVE OF THE RESEARCH**

Based on the research question above, this research aims as follows:

1. To explain the improvement in literal reading comprehension through suggestopedia method.
2. To explain the improvement in literal reading comprehension through suggestopedia method.

## **D. SIGNIFICANCE OF THE RESEARCH**

The result of the research can be significant for:

1. The Researcher

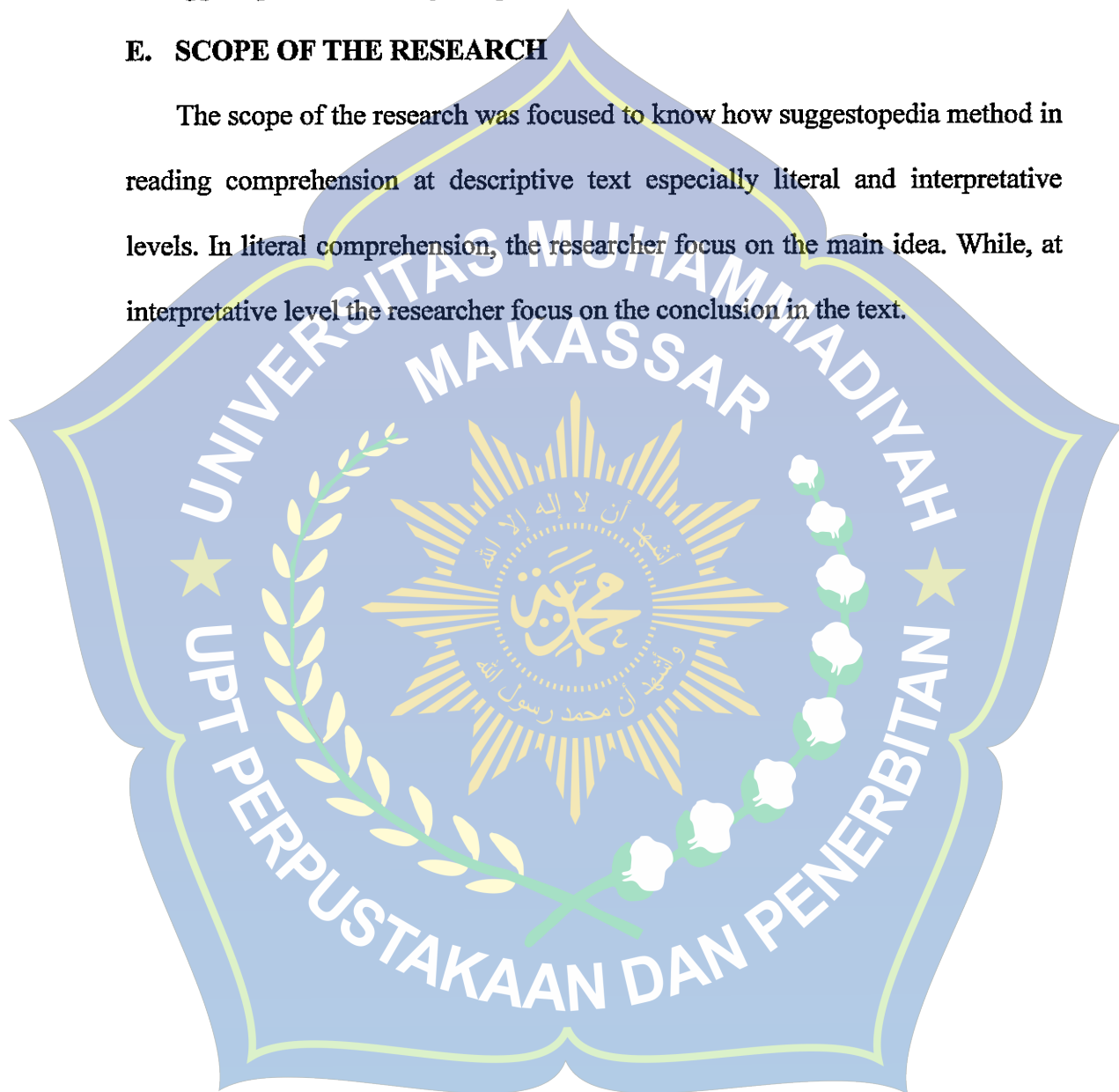
The researcher got some knowledge about how suggestopedia enhance the students reading comprehension

## 2. The English Teacher

The researcher got some knowledge about how effectiveness the suggestopedia in reading comprehension of descriptive text is.

### E. SCOPE OF THE RESEARCH

The scope of the research was focused to know how suggestopedia method in reading comprehension at descriptive text especially literal and interpretative levels. In literal comprehension, the researcher focus on the main idea. While, at interpretative level the researcher focus on the conclusion in the text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

The first research was conducted by *Vebriana Setia Deny, Syamsul Bahri Ys, Dian Fajrina* the title of the research was *Suggestopedia Method on Improving Students' Reading Comprehension* (2016). This research focuses to teaching and learning process before used suggestopedia method and after used suggestopedia method. The researcher conducted the research at SMPN 8 Banda Aceh. The researcher found out Suggestopedia method can improve the students' reading comprehension in narrative text particularly at the VIII-1 of SMPN 8 Banda Aceh.

The second research was conducted by *Deavy Murfita Safitri and Dian Novita*. The title of the research was *Suggestopedia Method as an effective method in teaching reading comprehension for senior high school* (2020). The researchers used qualitative research. This research focuses to the effectiveness suggestopedia method in teaching reading comprehension. The researchers conducted the research at X grade of SMK Walisongo 1 Gempol. The researchers found out significant positive effect to increased reading comprehension.

The third research was conducted by *Adi Candra, Yuneva, and Elva Utami*. The title of the research *Improving the Students' Reading Comprehension Through the Use of Suggestopedia Method* (2020). This research focuses to improving students reading comprehension using suggestopedia method. The researcher focuses to

second grade students of SMA Pesantren Pancasila Bengkulu. The researcher found out suggestopedia method can improve the students' reading comprehension of narrative text.

The conclusion of the research above, suggestopedia method was a one method in the teaching and learning process to help the student to increase reading comprehension using narrative text. In this research, the researcher tries to use suggestopedia method in different text. The researcher used suggestopedia method to found out how suggestopedia method can improve reading comprehension using descriptive text.

## **B. Some pertinent ideas**

### **1. Concept of Reading**

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

Reading was an understanding of an article. Farida Rahim (20018:2) Reading was complex activity and involves many aspects. Reading does not only Include the activity of understanding against reading. Reading also involves a visual, thinking, psycholinguistic, and metacognitive. Reading as visual process was the process of translating symbols into words. Reading thought processes through word recognition, literacy understanding, interpretation of critical thinking, and creative understanding. Reading was a process to obtain the message conveyed by the writer through his writing. Reading was the process of translating written symbols into sound. In the process of reading, a person can understand the contents of the text by reading aloud or



reading silently. In addition, reading can be interpreted as an integration process between reading ability and the reader's interest in reading. building meaning was active process in reading. Nurhadi (2016:2) Reading was a complex process that involves creativity and increases critical attitudes toward readers in reading. In addition, the creativity and critical attitude of the reader greatly affect a person's level of understanding in reading. Reading was the process of translating written symbols or symbols into meaning that can be pronounced or converted into sound.

Ana Widyastuti (2017:2) Reading was a combination of visualization and auditory processes of a reader in knowing the meaning of reading. It means that, the visual form of the symbols in the reading was translated into audio in the form of sound so that it becomes one of the factors that can influence someone in reading. The reading process can help someone to understanding reading. so that, it can increase the reader's knowledge according to the topic being they read.

#### b. Factors Affecting Reading Ability

there are many factors affecting reading ability as follows:

##### 1) Language Competence

Language acquisition, especially grammar and vocabulary, including meanings, punctuation, word grouping, and spelling.

##### 2) The Ability of the Eye

The ability of the eye to make efficient movements. like fixation, reading range, and comprehension

### 3) The Level of Intelligence

The level of intelligence was the level of knowledge that cannot be observed actually but has an important role in the critical attitude of a reader towards the reading text

### 4) Attitudes and Interests

A person's attitudes and interests greatly affect the reader's process. When a reader likes the topic he was reading, he can be excited to read the reading.

### 5) Knowledge of Reading

Reading techniques that are known to a person play important role in improving reading abilities

### 6) Social, Economic, and Cultural Background

This plays important role in influencing the type of work and the level of one's reading ability.

### 7) Emotional Level

In reading the emotional level of reader can affect mood and concentration in reading

### 8) Determinants of Information Focus

Determinants of information focus to found important information before reading the contents of the text.

### c. Types of Reading

Based on the type reading was divided into two parts, namely initial reading and reading comprehension.

#### 1) Initial Reading

The initial reading was the way to learn by combining letter combinations or using simple words. The initial reading was effective way for children want learn to read English text.

#### 2) Reading Comprehension

Reading comprehension was a brain comprehension activity in which a reader uses the ability of the brain and sensory organs in the form of the eyes to recall the essence of the text that has been read even without looking at the reading text again. Based on how to read based on the reader's voice, there are two types of reading

##### a) Reading Aloud

Reading aloud is the process of reading by turning up the sound. Reading aloud was a way of reading making sound. This method helps the readers to improve the correct pronunciation and grammar. In addition, the use of the right intonation affects the meaning of reading text is. The purpose of reading aloud was understanding the meaning, comprehension, and ideas of the text.

### b) Silent Reader

Reading in the heart was some process of reading without making sound. It means that, the readers know the meaning of the reading text without pronouncing of the sounds. Silent reading was the way of normal activity to read some books, articles, journal, and etc.

### d. The Purpose of Reading

Reading was an activity to obtain information from reading. Readers who are looking for information on the same topic generally have a high curiosity about that topic. In addition, the reader can beverify the previously background of knowledge and correlate it with the reading text what they read.

Reading was fun activity because in addition to being fun, it can improve one's cognitive abilities. reading can improve language skills such as increasing grammar pronunciation, vocabulary and others. In addition to improving matters related to linguistic elements, readers can also find the latest information from a country, both in terms of socio-economic politics, culture of that country. Reading can improve general knowledge, mindset towards an object, point of view, attitudes, morals, and behavior of a person. Therefore, reading has an important role in everyday life. Reading should have clear purpose. as for the purpose of reading as follows:

- 1) Enjoy aesthetics in reading.
- 2) Voiced reading with the aim of providing opportunities for students to hear and understand the contents of the reading.
- 3) Use a certain strategy.



- 4) Explore the ability of students related topics to read.
- 5) Connecting new knowledge with student understanding
- 6) Search for information as a reform reported that can be submitted orally and in writing.
- 7) Strengthening or improving students' understanding before reading.
- 8) Given students the opportunity to explore understanding of reading.
- 9) Students learned the structure of reading.

Make specific questions related to the reading content of teacher development.

e. Problem of reading

There are some difficult to understand something in the story. Difficulties in reading include:

- 1) Many Students Have Difficulties Related to Understanding the Contents of the Text.

The difficulty in understanding texts using foreign languages because the vocabulary was very minimal. students also have difficulty understanding long reading texts compared to short ones.

## 2) Topics and Genres

Topics and genres are also one of the difficulties according to the reader because students like or don't read them.

## 3) Comprehension Task

Comprehension reading was the main thing in receptive skills. A teacher tries to improve receptive skills by assigning easy to difficult tasks. The purpose of comprehension task to measure the students' knowledge about meaning, specific information, and conclusion based to own language.

## 2. Concept of Reading Comprehension

### a. Definition of Reading Comprehension

Grabe & Stoller (2013) Reading comprehension was the ability to understand the information in a written text and interpretative appropriately. Reading comprehension was a process to make meaning based on the reading text related to what has been described in the text. When someone reads, the critical thinking can be increased. Elleman and Oslund (2019) reading comprehension was a multidimensional process that process involves background knowledge, metacognitive, cognitive and linguistic of appropriate application, etc. Reading comprehension builds understanding of meaning related to reading and can be translated through one's own language. Eny Syatriana (2019) reading comprehension means the reader know what has been they read. This skill not only about comprehension skill but involves students' experience in organizing idea, analyzing and reading concept. Eny

Syatriana and Umami Khaerati Syam (2018) the purpose of reading skill was the way to understand the meaning context of reading text. It means that, how much the readers understand about the meaning of the reading text. In addition, reading comprehension was some skill to increased critical thinking based on the meaning of the text.

Reading comprehension was combination between the readers background of knowledge, the ability of processing reading skill and the readers ability to know the meaning of reading text. In reading process, the readers not only learn about how to pronoun, phrase, words, or sentences in reading but how the readers can build an understanding of reading text based on own language. The ability in reading comprehension the readers know want to say. After that, build their own meaning based on the text that has been they reads. Reading comprehension was very important for every reader because it was the main essence in reading skill. Readers who the ability to understand reading comprehension can be easier to analyze the meaning of reading correctly using his own language without changing the meaning of the original reading text. Castles (2018) reding comprehension is the process of simultaneously extracting and constructing. It means that reading comprehension was a complex process in reading. there are many involves component in reading. This component included the background of readers knowledge which refers to reading text, interest of reading and the readers ability to understand what has been they reads. Reading comprehension does not only depend on the ability of a reader but also on basic reading skills,

mastered vocabulary, decoding, the reader's ability to conclude the content of the reading, and the sensitivity of the text structure, and the reader's motivation to understanding the meaning of reading text.

Therefore, conclude of definition of reading comprehension that reading comprehension was a way for someone to obtain reading information by organizing an idea and analyzed to understand the meaning of a text based on own language.

#### b. Strategy of Reading Comprehension

Reading comprehension was ability that readers have to understanding the meaning in reading text. There are many kinds to recall measure score of reading Comprehension such as: mind idea and common ideas. the use of appropriate strategies in reading to increase students' ability In Reading comprehension. A person's reading comprehension ability can be seen from the reader's understanding of the implied and explicit meanings in reading.

Reading comprehension technique as follows:

##### 1) Skimming technique

Skimming technique was reading technique to found the core of reading. In addition, skimming technique make the reader know about spesific information bass on reading text. Example: Look up statistics, phone numbers, entries in the index, and etc.



## 2) Scanning technique

Scanning technique aims to found out important information in the reading without reading the entire contents of the text in the reading. example: statistical data, telephone numbers, names, places, and others.

## 3) Previewing technique

Previewing was one way of speed reading to found information, this reading activity was usually done to assess the background of our initial knowledge of reading and measure the level of difficulty in the reading.

## 4) Close reading

The reader needs to pay more attention to get some information in reading text. The purpose of using close reading can make the reader focus to found out specific information, meaning of the text, mind idea, etc.

## 5) Guessing from context

The readers get many benefits in reading using guessing from context technique because this technique focus to found out clues from the meaning of new words in context. The readers found out the meaning of the text used new vocabulary and relation words to get some clues based on the reading text. Clues of this technique was synonym and antonym. It means that, the readers can improve their abilities in reading and improved new vocabulary to know the meaning of the text.

## 6) Paraphrasing technique

Paraphrasing technique was some expression to express the meaning of reading text by changing the form of a phrase or changing diction without changes the meaning of original reading text is.

### c. Process of Reading Comprehension

Cahyono (2018:61) there are three kinds process of reading comprehension as follows:

#### 1) Bottom-up Processing

This process discuss about phonemic units. Brown (2021:299) the reader needs to know about multiplicity of words, phrase, syllables, grammatical signal, linguistic signal, morpheme, and discourse makers. In addition, bottom-up process was a process that spelling patterns, words, perceptual sequence, detail in reading, precision, and other language units. The readers focus to know about how the letters becomes sounds in language.

#### 2) Top-Down Processing

In this process, the readers must be found mind idea and other information to know the content of reading text. The benefit of top-down processing was innovative, practical, and simple. So, this process can help the readers to understand the content in reading text.

#### 3) Interactive processing

Interactive processing was a combination of top-down processing and bottom-up processing. In this process, the readers found out the meaning of

reading text. After that, the readers look for what the readers can say through the reading text.

#### d. Levels of Comprehension

According to James Berry (2005) there are several levels in comprehension. in this case the level of differences understands the meaning of the reading, and the different ways of analyzing reading.

##### 1) Literal Level

This level was the basic level in comprehension, this is because the purposes of the literal level is to get new information in the reading before reading the entire contents of the text. The readers was expected to be able to understanding what was in reading text. Literal comprehension was the understanding the readers with directly information and facts of the text. It means that the readers know about direct information based on the reading text. Reading comprehension as a basic level because this level focused upon the earliest stage of literacy. There are three essential aspect of literal comprehension such as mind idea, locating and supporting idea.

The following are examples of literal comprehension question starters that a parent or teacher might ask a child when assessing their basic understanding of a story.

- What happened...
- Who was responsible...
- Which character...

- When did this occur ...
- Where did it happen...
- What is the main idea ...
- How many...

Teachers should also be knowledgeable about the methods for imparting literal comprehension. To find a text's primary idea and specifics, this may entail recognizing keywords and using skimming and scanning techniques. A Big Book, which is an enlarged text with graphics used to direct the reading process for small group instruction, is one method by which young kids can read together with a teacher. The kids may be asked to explain any words to the teacher that they don't understand. She might inquire as to the preferences of the main character or the color of the cottage in the narrative. Students with stronger reading abilities may be able to respond to inquiries about the names of the characters or the setting.

Literal comprehension was divided in two categories, namely: the abilities to recognize and re-convey the content in the text. Such as:

a) Specific information

Specific information was an important information contained in reading. When the reader search about specific information, a reader can use skimming and scanning techniques to found the information needed without reading the entire contents of the reading text. example: name, date, address, statistical data, things that motivate the reader to read the text. Search for a detail, the

readers must search for signal in the information itself or the environment of the required information.

b) Sequences events or ideas

The mind idea was sentence that the highlight or the core in the discussion. Mind ideas are usually found at the beginning or end of paragraph in reading. In addition, there are supporting sentences that are arranged to emphasize the main idea. Supporting sentences are usually found after the main idea at the beginning of the sentence or before the main idea in reading which has the main idea at the end of a paragraph in reading.

2) Interpretative Level

Interpretive level was one of the levels in reading comprehension which aims to get implied ideas in a text. This level requires a reader to think critically compared to the literal level because the required results are not written in the reading text or are not stated directly but implied text. It means that the readers know about the facts that not explicit in the reading story. Mikulecky (2018:218) It appears again stating that the conclusions and meaning of reading are based on the interpretation of the reader after connecting the ideas contained in the reading.

The following are examples of literal comprehension question starters that a parent or teacher might ask a child when assessing



their basic understanding of a story. These questions could start with:

- Why...
- How...
- In what way...
- What is the main idea...
- Compare...
- Contrast...
- What could cause...

This level shows the abilities of one level above the literal level because at this level the reader was expected to be able to get information implicit in the text. As follow:

a) The meaning

The meaning means that the readers know about the meaning of they read and can be concluded according to their own language.

b) Conclusion of the reading text.

The conclusion of the reading text means that the readers know about the reading text and can be concluded by own language.

3) Critical level

The critical level was some level with a higher level of difficulty than the interpretive level because at this level the reader is asked to evaluate the use of language and the information presented in reading text.

What the reader needs at this level was to note the author's qualifications,

point of view, evidence of the author's bias and the truth that was written in the reading text.

#### 4) Creative level

Creative level was the last level or the most difficult level in reading comprehension. This level becomes very difficult because it fosters the creativity of a reader. This level requires the involvement of the reader to add a point of view of knowledge and self-assessment of reading text. The questions that arise at this level are generally open-ended so that the reader uses the ideas that exist in his own mind.

#### e. Purpose of Reading Comprehension

Reading comprehension was some way of reading that aims to improve critical thinking. In addition, background knowledge can affect the way readers analyze meaning based on their own language. Reading comprehension aims to understand the information contained in the reading text. Reading was one way to improve mindset and knowledge. Reading comprehension aims to evaluate the reader in knowing the explicit and implicit messages in a text. Grabe William. & Stoller Fredrica L. (2013) some of reading comprehension purposes are:

##### 1) Reading to search specific information.

reading comprehension aims to found specific information in one reading, there are various specific information in reading, including names, addresses, distances from the city center, and etc.

2) Reading to integrated information, wrote and critique texts.

Reading comprehension aims to combined important information, how to write, and critique texts in reading text. In reading text, the information in the text was connected to each other. So that, the reader can analyze the writing of the author and make criticism that aims to improving the quality of the writing. The way the reader knows the strengths and weaknesses of an article was called criticism test. Criticism test was usually done when the reader found deviations in the writing rules or the wording used was inaccurate so that the reader makes a script editing to improve the quality of a piece of writing.

3) Reading to learned from the text.

Reading to learned from the text aims to absorb important information presented in the reading text. Information in reading texts can improve cognitive, critical thinking, a person's perspective on an object becomes different, etc. Important information obtained in reading texts related to education, social, culture, economics and others can be applied to everyday life.

4) Reading for general comprehension.

Reading comprehension aims to improve general understanding of point of view of an object, for example someone reading a text related to gender. the general understanding mindset regarding gender change. In addition, readers can understand that a leader does not have to be a man

because a woman can also bring change and be a good leader for others and herself.

### 3. Concept of Descriptive text

#### a. Definition of descriptive text

Noprianto (2017) descriptive text was some text described an experience related to the human sense in the form hearing, sight, and feeling. It means that descriptive text was a text aims to give the readers a description about someone, something, place, and etc.

In addition, Pardiyono (2017: 33) descriptive text was a text that can told the readers about living things inanimate objects. These living things included human, animals, and plants. While, inanimate objects are things around us.

The conclusion about the research above, descriptive text was a text that gives the reader an overview of people, objects, places, and etc. Based on experience using the senses.

#### b. Generic Structure of Descriptive Text

There are two parts generic structure of descriptive text, as follow:

##### 1) Identification

Identification was the first paragraph in descriptive text. This paragraph it usually introduces the reader to the topic being discussed. In addition, this paragraph also usually provides identification related to people, objects, places, etc.

## 2) Description

Description was the second paragraph in descriptive text. This paragraph usually begins to describe detail the topic being discussed.

### c. Chacteristic of Descriptive Text

There are many chacteristic of descriptive text, as follow :

#### 1) Using adjective

Adjective was a word used to describe a noun. for example: colour, beautiful, afraid, smart, big, etc.

#### 2) Using simple present tense

Simple present tense was the first form in tenses that uses a verb and aims to describe an object. Example: Anya combs her long hair in the morning.

#### 3) Focus on one object

Focus on one object n descriptive text, the author focuses on explaining about one object. for example: the cat has a gray color with round eyes, a snub nose, and thick fur.

#### 4) Figurative language

Figurative language was a language that has multiple meanings or metaphors to describe an object. Example: the palm leaves wave when the sea breeze greets them, the stars dance in the night sky.



## 5) Action verbs

Noun was the word that used by someone to describe an object.

example: book, pen, flower, etc.

### d. Purpose of Descriptive Text

Febriani (2017:17) descriptive text aims to describe to the readers and make the readers imagine about a person, objects, places, that was the topic of discussion. It means that make the sense, the readers know about characteristic and use feeling to imagine the topic. Descriptive text aims to describe the condition of the object subjectively based on the author's point of view. The object described by a writer through descriptive text can make the reader feel as if he was seeing and hearing the object. The object being described refers to the shape, colour, mood, or physical characteristics that make the reader feel as if he or she was directly seeing the object.

## Example of Descriptive Text

### BANTIMURUNG



Picture 2.1 Bantimurung

Bantimurung was a nature conservation area located in Maros district. The distance from the city of Makassar was about 50km. This tourist destination has been around since 2004.

Bantimurung has a beautiful waterfall with a height of 15m. Bantimurung waterfall was a bathing location for visitors because the depth ranges from the ankles to the waist of an adult. Bantimurung also has a historical inscription in the form of a cave in which there are stalactit and stalagmit

The kingdom of butterfly was the nickname for this place. There was a captivity that was built in 2007 and in it there are 250 species of butterfly and some of them are included in the rare group. Besides waterfalls, butterfly is the one of the tourist attractions in Bantimurung.

#### 4. Concept of Suggestopedia

##### a. Definition of Suggestopedia

Suggestopedia could be a pedagogy, (Xue, 2015). Elviza (2014) believed that we have a tendency to square measure in a position of learning far more than we predict, provided we have a tendency to use our brain power and inner capacities. additionally, Deporter (2018) assumed that human brain may method nice quantities of fabric if given the correct condition for learning in an exceedingly state of relaxation and claimed that the majority students use solely five to ten percent of their learning abilities. Created suggestopedia for learning that capitalized on relaxed states of mind for max retention material.

Suggestopedia was an efficient comprehensible input primarily based technique with a mixture of desuggestion and suggestion to realize super learning. the foremost necessary objective of suggestopedia was to inspire a lot of of students' mental potential to found out and that obtained by suggestion. Desuggestion means that unloading the memory banks, or reserves, of unwanted or interference reminiscences. Suggestion then means that loading the memory banks with desired and facilitating reminiscences.

Cited in Lica (2008) argued that learners have difficulties in feat English because the second language as a result of the worry of the scholars to form mistakes. once the learners square measure during this

scenario, their heart and force per unit area raise. He believes that there's in abilities within the learners' brain (affective filter). This filter blocks the input, that the learners have difficulties to amass language caused by their worry. the mixture of desuggestion and suggestion was to lower the affection filter and inspire students' mental potential to found out, aim to accelerate the method by that they learn to grasp and use the target language for communication to realize super learning. It was the ultimate goals of suggestopedia.

b. Characteristic of Suggestopedia Method

This method used Baroque music. Baroque music haves a characteristic rhythm with 60 beat per minute to make relax mental condition because max retention of fabric. Baroque music created relaxing concentration to input and retention of big quantities about students' material. the use of baroque music raises the alpha brain and decreasing of pulse and blood pleasure can trigger an increase in student learning. Besides using Baroque music, this method also motivates students before starting the learning process. This motivation aims to trigger students' enthusiasm to study harder and instill confidence that learning was something fun and not something to be avoided. Giving motivation to students was one of the external factors to increase students' knowledge, especially in reading comprehension. Classroom atmosphere with good lighting levels and a supportive classroom atmosphere was something that



cannot be underestimated. Good class atmosphere and good mental condition were that causes of students learning well.

### c. Procedure of Using Suggestopedia

Key features that important in teaching and learning process using suggestopedia such as:

#### 1) Comfortable surroundings

In suggestopedia technique, the school room wasn't a similar as common school rooms. within the schoolroom, the chairs square measure organized two-dimensional figure and faced the black or white board so as to form the scholars pay a lot of attention and found a lot of relaxed. In addition, the sunshine within the schoolroom was dim so as to form the students' mind a lot of relaxed (Xue, 2005).

#### 2) The use of music

One of the foremost individuals of this technique is that the use of Baroque music throughout the educational method. Baroque music, with its sixty beats per minute and its specific rhythm, created the sort of relaxed states of mind for max retention of fabric. it's believed that Baroque music creates level of relaxed concentration that facilitates the input and retention of big quantities of materials. Baroque music can help the students to achieve a precise state of relaxation, during which the willingness was enlarged. The increasing of learning potential was



place right down to the rise of alpha brain and decreasing of blood Pleasure and pulse. The utilization of music additionally depends on the expected abilities of the students: listening, reading, grammar, pronunciation, discussion, etc.

### 3) Peripheral Learning

The students learn English not solely from direct instruction however additionally from indirect instruction. It was inspired through the presences within the learning surroundings of posters and decoration that includes the target language and numerous grammatical data. They are modified every day. By doing this, the scholars can learn several things undirectly within the schoolroom or outside schoolroom. for instance, students can manufacture sentence by victimization the posters or grammatical data on the wall.

### 4) Free Errors

In the teaching learning method, students who created mistakes square measure tolerated, for instance in saying the word. The stress was on the content not the structure. Descriptive linguistics and vocabularies square measured bestowed and given treatment from the lecturers, however not dwelt on.

### 5) Homework was restricted

Students read materials given within the school room once before they were going to sleep at night time and once within the morning before they rise up.

Music, drama and art square measure integrated within the learning method. They were integrated as typically as doable.

#### d. Advantages of Suggestopedia

There are some benefits in utilizing suggestopedia:

##### 1) A Comprehesible Input Based on Dessuggestion and Suggestion Principle

Victimization this suggestopedia technique, students can lower their affection filter. Suggestopedia categories, additionally, area unit command in normal rooms with snug chairs, a observe that additionally facilitate them relaxed. Teacher can do various alternative things to lower the affection filter.

##### 2) Authority Concept

Students keep in mind best and area unit most affected by info coming back from an authoritative supply, teachers.

##### 3) Double-Planed Theory

Refers to the learning from two aspects. They were the conscious aspect and the subconscious one. Students can acquire the aim of

teaching instruction from each direct instruction and surroundings within which the teach takes place.

#### 4) Peripheral Learning

Suggestopedia encourages the scholars to use language additional severally, takes additional personal responsibility for his or her own learning and obtain additional confidence. Peripheral data can even facilitate encourage students to be additional experimental, and appearance to sources apart from the teacher for language input. For example, the scholars can build some sentences exploitation the grammatical structure placed on the classroom's wall, describe a selected place in Associate in Nursing English speaking country by gazing.

The poster on the walls, etc. When the scholars in doing such self-activities, they're going to be additional assured.

##### e. Disadvantages of Suggestopedia

Suggestopedia conjointly has limitation since there's no single method that was chategories because the best supported some thought such as: the information, students' motivation, money limitation, number of students, etc.

The main disadvantages of suggestopedia were as follow:

##### 1) Environment Limitation

Most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the issues faced in utilizing this technique was that the range of scholars within the category.

## 2) The Use of Hypnosis

Some individuals say that suggestopedia uses a mental state, thus it's unhealthy deep effects for folks.

## 3) Infantilization Learning

Suggestopedia class was conditioned be child-like situation. There square measured some students World Health Organization don't prefer to be treated like this as they assume that square measure mature.

### C. Conceptual Framework

The conceptual framework underlying this research was illustrated in following diagram:

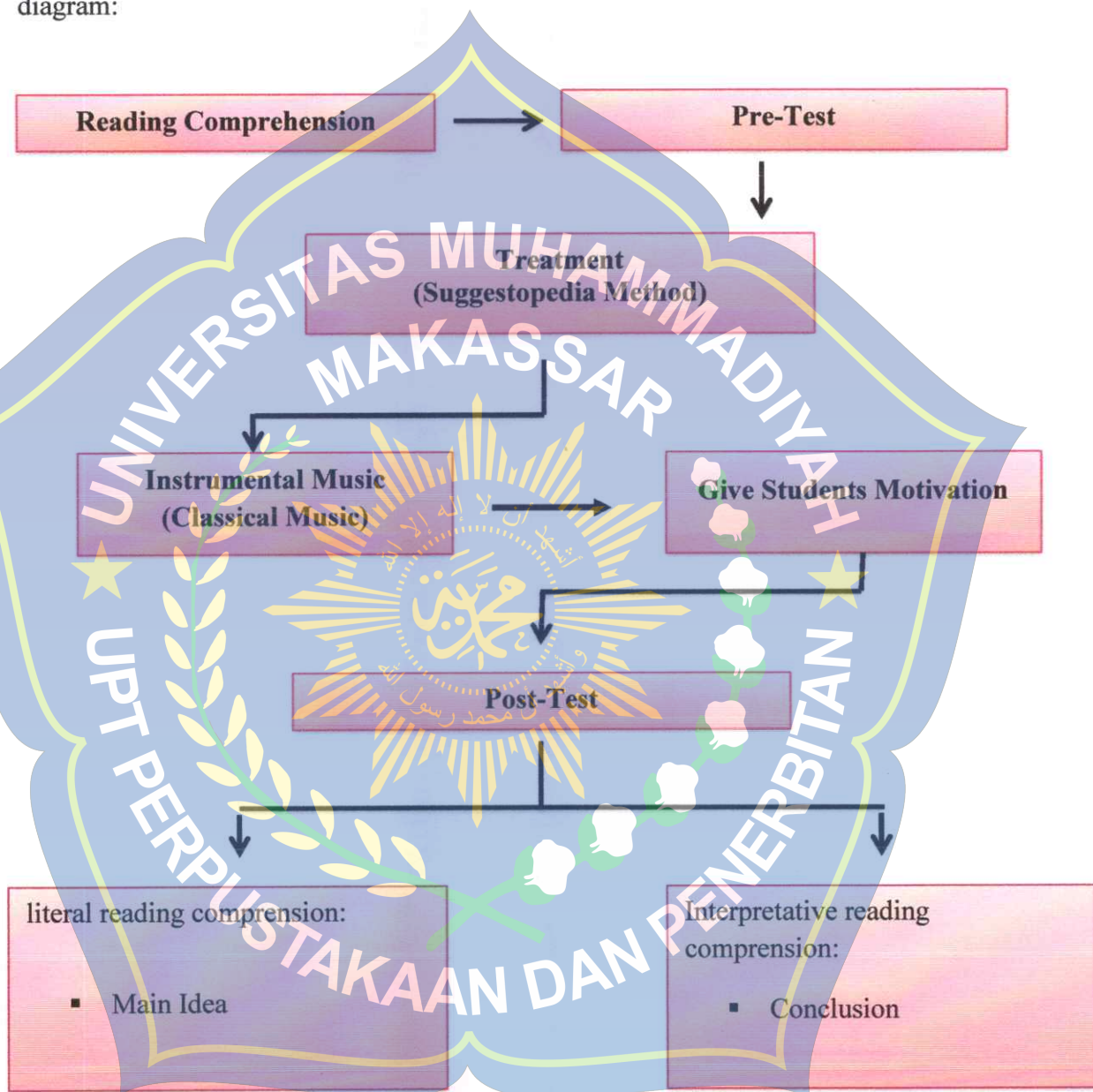


Figure 2.2 Conceptual Framework



In this research, the researcher has treated the research at the second years of Madrasah Aliyah Guppi Samata. The researcher was used Suggestopedia as the method in this Research. The researcher gave the students' four treatments. Before the researcher give the students' treatment, the researcher has given the students' a pre-test to know the students' abilities in reading comprehension. This test consisted to using five questions such us what is the topic, found out the mind idea of the text, what is the purpose of the text, where is location of Benteng Somba Opu, and make some conclusion based on the text. The First treatment the researcher told us about what was researcher doing in this school, what was suggestopedia method, reading comprehension, descriptive text, how to found out the mind idea, specific information, and conclusion. Second treatment the researcher told us about how to answered the question about mind idea, specific information and conclusion. Third treatment the researcher told the students about trick how to answer the question about mind idea, and make some conclusion. Four treatment the researcher discussed about what is post-test and how to feel enjoy to answer the question based on their abilities, and how to improve the students' abilities to answer test of reading comprehension. After the researcher has given the students' treatment, the researcher has given the students' post-test to measure the students' abilities in reading comprehension. In this test, the researcher has given the students' consisted of five test such as what is the title of the text, what is the mind idea of the text, where is location of Fort

Rotterdam, and make some conclusion of the text. Post-test used suggestopedia method to make the students' good mental condition and enjoy to answer the question based on their abilities. After the researcher was given pos-test the researcher concluded suggestopedia method can improve the students' reading comprehension using suggestopedia method.

#### D. Hypothesis

The hypothesis of this research was formulated as follows:

1. Null Hypothesis ( $H_0$ )

Suggestopedia method was not affected to improve the students' reading comprehension.

2. Alternative Hypothesis ( $H_1$ )

Suggestopedia was affected method to improve the students' reading comprehension.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

This research used pre-experimental design. Pre-experimental was the simplest type of research design. one group was studied at two-time points, one before some treatment and one after the treatment. Changed within the outcomes of interest was presumed to be results of intervention or treatment. No control or comparison group was used.

The pre-test and post-test were administered to a single group with the following formula:

**Table 3.1 Pre experimental Design**

Pre-Test	Treatment	Post-Test
O1	X	O2

(Sugiyono :2014)

O1 : Pre-test

X : treatment by using suggestopedia method

O2 : Post-test

From the research design above, treatment was given after doing the pre-test. Pre-test was administered before the implementation of

suggestopedia as the treatment. At the end of the treatment period, post-test was held to assess student's reading comprehension.

## **B. Research Variables and Indicators**

### **1. Variables**

In this research the writer also takes two variables such as:

#### **a. Independent Variable (X)**

The independent variable was variable which can given influenced or respond to the dependent variable. In this research, the independent variable was suggestopedia

#### **b. Dependent Variable (Y)**

The dependent variable was the students' reading comprehension, especially in literal comprehension and interpretative comprehension.

### **2. Indicators**

The main indicators of each variable as follow:

- a. The indicators of the students' literal comprehension were identifying the mind idea which can answers the questions.
- b. The indicators of students' interpretative comprehension were conclusion.

## **C. Population and Sample**

### **1. Population**

The population of the research was in the second grade in MA Guppi Samata in the academic years 2021/2022. The students in the second grade of class XI consisted of 75 students'.

## 2. Sample

The sampling technique in this research was purposive sampling technique. Technique purposive sampling was a sampling technique where the researcher has special criteria for sampling. In this case, the researcher used purposive sampling technique because when researching the suggestopedia method at Madrasah Aliyah Guppi Samata, this school was still in the face-to-face class trial stage due to covid-19. Therefore, when conducting research, there was still a few students who actively come to school because the requirement for face-to-face school continuity was the students have vaccinated at least vaccine-1. Therefore, the teachers of English subject suggested that researcher chooses a sample based on the maximum number of students attending during the face-to-face learning process that begins until the researcher comes to the school to conduct the research.

Suggestopedia method was never used in this school and there are many students' have difficulty learning English especially Reading Comprehension. There some many factors to make the students' different to learn about reading comprehension such as shyness, afraid to make some mistake, and etc. Based on the teacher's suggestion and the student' ability of reading comprehension the researcher used class XI consist of 15 students in MA Guppi Samata as a sample and purposive sampling technique as a sampling technique in this research.



#### **D. Research Instrument**

Research instrument was a tool used by the researcher to measure the students abilities. In this research, the researcher has given the students descriptive text in the reading tests as an instrument. The instrument in this research used pre-test and post-test. Pre-test consisted of five questions, in the form an essay test such as what was the topic of the text, found out the mind idea of the text, found out the difficult word of the text, where is location of Benteng Somba Opu, and make some conclusion based on the text. While, Post-test consist of five questions, in form an essay test such as what is the title of the text, what is the mind idea of the text, what is the purpose of the text, what is the first paragraph told about, and write the conclusion of the text.

The pre-test was a test before treatment to know the students' prior knowledge in reading comprehension. Furthermore, the post-test was a test after treatment to find out students' achievement in reading comprehension

#### **E. The Procedure of Collecting Data**

##### **1. Pre-Test**

The first step that would be given for students was a pre-test. In pre-test, the researcher was asked the students to answer reading test based on their abilities. This tests was given to measure of the students test ability in reading comprehension.

## 2. Treatment

### 1) The treatment 1 procedure :

- a) The researcher introduced herself and checked students' attendance
- b) The researcher introduced the suggestopedia method
- c) The researcher has given motivation to students
- d) The researcher has given the treatment of suggestopedia as a method
- e) The researcher discussed about reading comprehension based on the material related to descriptive text that the researcher shares in this class. After that they are: The researcher asked the students to found out the mind idea, specific information, difficult words, purpose of the text, and conclusion.
- f) The researcher concluded lessons related to reading comprehension using suggestopedia method.
- g) The researcher told the students' about the lesson in the next meeting.

### 2) The treatment 2 prosedure :

- a) The researcher checked the students' attendances
- b) The researcher has given the students' ice breaking
- c) The researcher reminded the students about the previous lesson
- d) The researcher has given treatment using suggestopedia as a method to make the students' feel relax to learn and enjoyed.

- e) The researcher has given the students question related to the description text.
  - f) The researcher told the students about tricks on to answer the questions about mind idea, specific information, the purposes of the text, difficult words and make some conclusion based on the text.
  - g) The researcher concluded lessons related to reading comprehension using suggestopedia method.
  - h) The researcher told the students' about the lesson in the next meeting.
- 3) The treatment 3 procedure :
- a) The researcher checked students' attendance
  - b) The researcher has given the students' games
  - c) The researcher reminded students' about the previous lesson
  - d) The researcher has given treatment using suggestopedia as a method to make the students' feel relax to learn.
  - e) The researcher has given the students question related to the description text.
  - f) The researcher discusses tricks to answer the question about mind idea, specific information, the purpose of the text, difficult words, and make some conclusion based on the text.
  - g) The researcher concluded lessons related to reading comprehension using suggestopedia method.

- h) The researcher told the students' about the lesson in the next meeting.

4) The treatment 4 procedure :

- a) The researcher checks students' attendances list
- b) The researcher has given the students' games
- c) The researcher reminded students' about the previous lesson
- d) The researcher has given treatment used suggestopedia as a method to make the students' feel relax mental condition to learn.
- e) The researcher has given the students' questions related to description text.
- f) The researcher discuss trick to answer the question about mind idea, specific information, purpose of the text, difficult words and make some conclusion based on the text.
- g) The researcher told the students' about post-test in the next meeting to measure the students' abilities in reading comprehension after the researcher used suggestopedia method.

### 3. Post-Test

The last step was post-test. Post-test aims to measure students' knowledge after treatment. The researcher has given the students' test of reading comprehension using suggestopedia method to know the students' abilities after the researcher has given the students' treatment. Based on the

result of post-test, the researcher found out whether students' were able to improve their reading comprehension through the suggestopedia method.

#### F. Technique Data Analysis

To analysis data, the researcher uses the formula as follows:

1. Scoring the students answer of essay test the researcher used the formula:

$$\text{Score} = \frac{\text{Student's Correct Answer}}{\text{Maximum Score}} \times 100$$

(Sugiyono, 2014)

2. The score students' answer of literal reading comprehension (main idea) the researcher used the formula:

**Table 3.2 Students' Score of Literal Comprehension**

No.	Criteria	Score
1.	The answer include clear generalization that state or implies the main idea.	4
2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccuated or incompleted understanding of main idea.	2
4.	The answer included minimal or no understanding of main idea.	1
5.	No answer.	0

(Sugiyono:2014)



3. The score students' answer of interpretative reading comprehension (conclusion) the researcher used the formula:

**Table 3.3 Students' Score of Interpretative Comprehension**

No.	Criteria	Score
1.	Conclusion reflect resource reading in development of idea, It was excellent	4
2.	Conclusion reflect reading in development of idea. It was good	3
3.	Conclusion reflect only reading in development of idea. It was poor	2
4.	Conclusion there answer, but does not reflect any reading of resources in development idea	1
5.	No answer	0

(Sugiyono:2014)

4. Classifying the students' score into following criteria:  
The mean score of the students was classification in seven levels as follow:

**Table 3.4 Classification of Students' Score**

No.	Category	Range of Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Fair Good	66-75
5.	Fair	56-65
6.	Poor	46-55
7.	Very Poor	0-45

(Sugiyono:2014)

5. Calculating the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  = Mean

$\sum x$  = The sum of all score

$N$  = The number of students

(Gay, 2006:298)

6. To know the improvement of students' reading comprehension, the researcher used percentage formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

$P$  = Percentage of the students

$X_1$  = Mean scored of pre-test

$X_2$  = Mean scored of post-test

(Gay, 2006:298)

7. Calculating the mean score of the students' answered

After the researcher has given the result of t-test.

If  $t\text{-test} > t\text{-table}$  : it means that there was significant different

$t\text{-test} < t\text{-table}$  : it means that there was not significant different

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. The Findings of The Research

The findings of the research presented deal with the result of Using Suggestopedia method in reading comprehension. The researcher got the data of the pre-test and post-test. Pre-test and post-test was a test consisting of five questions that focus to know the students' abilities before and after using suggestopedia as a method of reading comprehension. The researcher was divided into two variables such as: literal comprehension especially mind idea and interpretative comprehension especially conclusion. The sample in this research focuses on 15 students' at the second grade of Madrasah Aliyah Guppi Samata.

##### 1. The Students' Abilities in Reading Comprehension in Term of Literal Comprehension

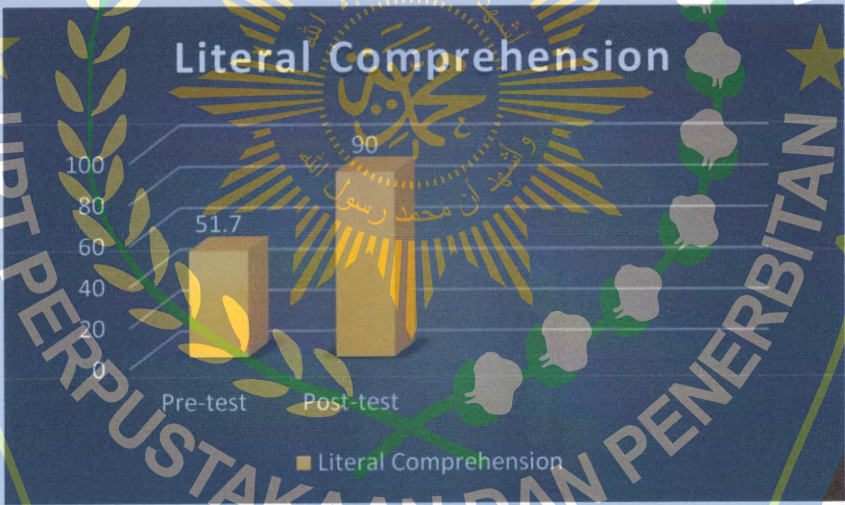
The result of the students' abilities in Reading comprehension using suggestopedia method in pre-test and post-test. The result in pre-test and post-test was different. The test of pre-test was a test to measure the students' abilities before the researcher has given treatment using suggestopedia method. While, the test of post-test was some test to know the students' abilities after the researcher has given treatment using suggestopedia method.

The result of the students' it shows that clearly as follows in the table:

Table 4.1 The Students' Literal Comprehension

No.	Literal Reading Comprehension	The students' score		Improvement (%)
		Pre-test	Post-test	
	Mind idea	51.7	90	74%

Based on table 4.1 above, it shows that the students' score of literal comprehension 74% from the students' improvement in the post-test after the researcher has given the students' treatment using suggestopedia method in reading comprehension. The mean score of the students' result in the pre-test was 51.7 which to be 90 percentages the result of pre-test and post-test as follows:



Graphic 4.1 The Students' Abilities in Literal Comprehension

Improvement in the students' literal reading comprehension from the result of pre-test with a mean score was 51.7 to the result of the post-test



with a mean score was 90 and the improvement of pre-test to post-test was 74%.

Classification of the students' literal reading comprehension in terms of mind idea.

**Table 4.2 The Classification of Students' Literal Comprehension**

No	Classificati on	Score	Literal Comprehension			
			Pre-test		Post-test	
			Freq	Perc (%)	Freq	Perc (%)
1.	Excellent	96 – 100	1	6.67	10	66.67
2.	Very Good	86 – 95	-	-	-	-
3.	Good	76 – 85	-	-	-	-
4.	Fair Good	66 – 75	3	20	4	26.66
5.	Fair	56 – 65	-	-	-	-
6.	Poor	46 – 55	7	46.67	1	6.67
7.	Very Poor	00 – 45	4	26.66	-	-
<b>TOTAL</b>			15	100 %	15	100 %

Based on the table above it shows that the classification the students' score of literal comprehension in term of mind idea from pre-test. There are 1 (6.67%) in the students' got excellent category, 3 (20%) in the students' got fair good category, 7 (46.67%) in the students' got poor category, 4 (26.66%) in the students' got very poor category. While, the result of students' post-test



there are 10 (66.67%) the students' got excellent category, 4 (26.66%) the students' got fair good category, 1 (6.67%) the students' got poor category.

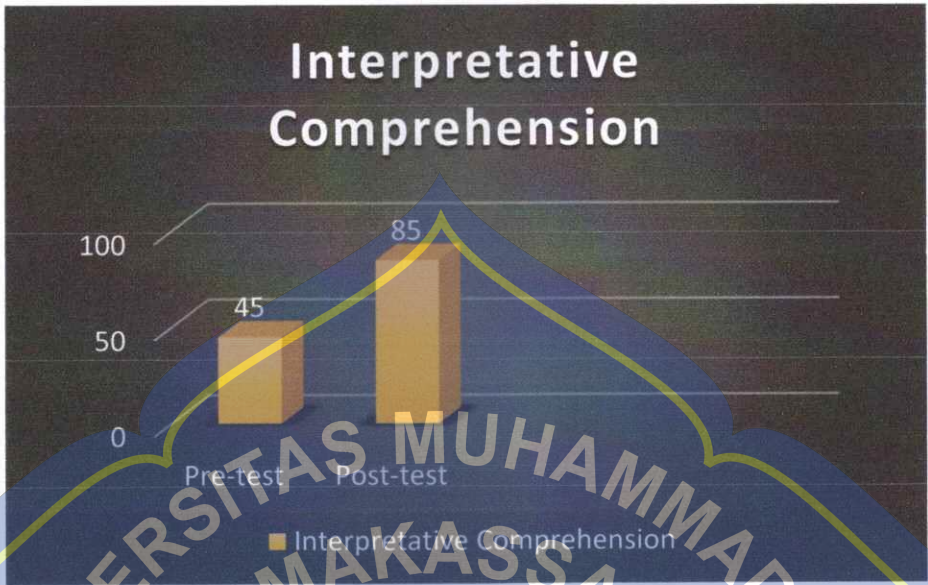
## 2. The Students' Ability in Interpretative Comprehension in Term of Conclusion

The students' ability in interpretative comprehension using suggestopedia method in this research that there was a change in the students' abilities. The result of interpretative comprehension was different in the pre-test and post-test. The findings of this research were from the result of the test. The test of pre-test was a test to know if the students' abilities still low understand about the conclusion before the researcher has given treatment using suggestopedia method. After the researcher applied the students' treatment with suggestopedia the abilities of the students' about how to make the right conclusion was good. The result of the students' it shows that clearly to follows in the table:

**Table 4.3 The Students' Interpretative Comprehension**

No.	Interpretative Comprehension	The students' score		Improvement (%)
		Pre-test	Post-test	
	Conclusion	45	85	88.9%

Based on the table 4.1 above, it shows that the students' score of interpretative comprehension 88.9% from the students' improvement in the post-test after the researcher has given the students' treatment using suggestopedia method in reading comprehension. The mean score of the students' result in the pre-test were 45 which to be 85. percentage the result of pre-test and post-test as follows:



**Graphic 4.2 The Students’ Ability in Interpretative Comprehension**

Classification of the students’ literal reading comprehension in term of mind idea.

**Table 4.4 The Classification of Students’ Interpretative Comprehension**

No.	Classification	Score	Interpretative Comprehension			
			Pre-test		Post-test	
			Freq.	Perc.	Freq.	Perc.
1.	Excellent	96 – 100	-	-	7	46.67
2.	Very Good	86 – 95	-	-	-	-
3.	Good	76 – 85	-	-	-	-
4.	Fair Good	66 – 75	2	13.33	7	46.67
5.	Fair	56 – 65	-	-	-	-
6.	Poor	36 – 55	8	53.33	1	6.66
7.	Very Poor	00 – 35	5	33.33	-	-
TOTAL			15	100 %	15	100 %

Based on the table above it shows that the classification the students' scores of interpretative comprehension in term of conclusion from pre-test. There are 2 (13.33%) in the students' got fair good categories, 8 (53.33%) in the students' got poor category, and 5 (33.33%) in the students' got very poor category. While, the result of students' post-test there are 7 (46.67%) the students' got excellent category, 7 (46.67%) the students got fair good category, and 1 (6.66%) the students' got poor category.

### 3. The Students' Achievement in Reading Comprehension by Using Suggestopedia Method

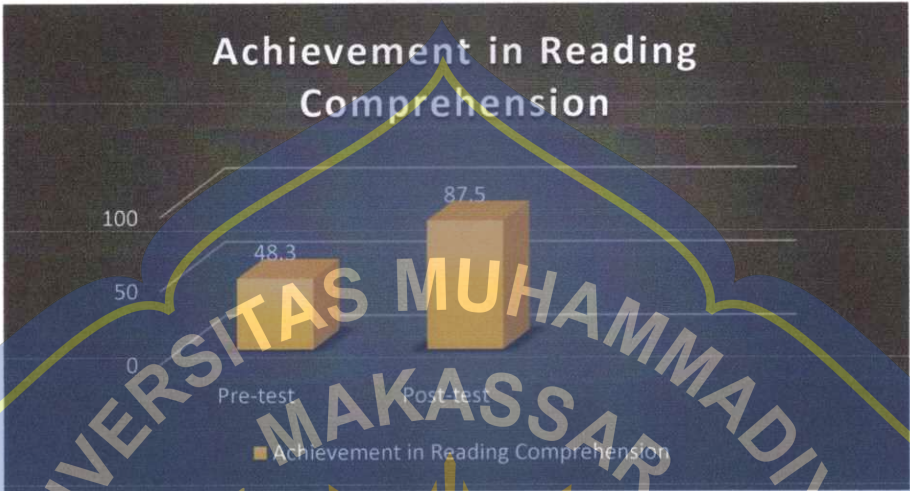
**Table 4.5 Improvement of Reading Comprehension**

No	Indicators	Mean Score		Students' Improvement (%)
		Pre-test	Post-test	
	Literal Comprehension and Interpretative Comprehension	48.3	87.5	81.1 %

Based on the table above, shows that the mean score by students' improvement in reading comprehension especially literal comprehension (mind idea/specific information) and interpretative comprehension (conclusion) by using suggestopedia as a method. The result of pre-test the mean score 48.3 (Poor) meanwhile the result of post-test mean score reached 87.5 (Very Good). So, the



students’ improvement of reading comprehension between pre-test and post-test was 81.1%. Percentages the result of students’ improvement as follows:



**Graphic 4.3 The Students’ Achievement in Reding Comprehension**  
Classification of students’ achievement in reading comprehension.

**Table 4.6 The Classification of Students Achievement in Reading Comprehension**

No.	Classification	Score	Reading Comprehension			
			Pre-test		Post-test	
			Freq.	Perc.	Freq.	Perc.
1.	Excellent	96 – 100	-	-	6	40
2.	Very Good	86 – 95	-	-	5	33.3
3.	Good	76 – 85	-	-	-	-
4.	Fairly Good	66 – 75	-	-	2	13.3
5.	Fair	56 – 65	4	26.7	2	13.3
6.	Poor	36 – 55	7	46.6	-	-

7.	Very Poor	00 – 35	4	26.7	-	-
<b>TOTAL</b>			15	100 %	15	100 %

Based on the table above it shows that the classification the students' scored of reading comprehension in terms of literal comprehension and interpretative comprehension. There are 4 (26.67%) in the students' got fair categories, 7 (46.67%) in the students' got poor categories, and 4 (26.67%) in the students' got very poor categories. While, the result of students' post-test there are 6 (40%) in the students' got excellent categories, 5 (33.33%) in the students got very good categories, and 2 (13.33%) in the students' got fair categories.

#### 4. Hypothesis Testing

The research hypothesis was tested by using inferential analysis. In this research, the researcher used a t-test. T-test was a test to measure the significant differences between the result of the students' mean score in pre-test and post-test. The researcher used the degree of freedom ( $df = N - 1$ ), where  $N$  = Number of subject (15 Students') while the value of the t-table was 2.145 the t-test statistical analysis for the independent sample was applied.



**Table 4.7 The Comparison of T-Test and T-Table Score of Students' Reading Comprehension**

Indicators	T-Test	T-Table	Description
Mind Idea	8	2.14	Significant
Conclusion	4.7	2.14	Significant
X	12.7	2.14	Significant

The table above shows that, the result of t-test was the higher than the result of t-table. The result of the t-test in literal comprehension (mind idea) was greater than t-table ( $8 > 2.14$ ). The result of the t-test in interpretative comprehension (conclusion) was greater than the t-table ( $4.7 > 2.14$ ). So, the result of calculating the t-test of the students' indicators in literal comprehension and interpretative comprehension was greater than t-table ( $12.7 > 2.14$ ).

The result of t-test was greater than t-table. The students' result in the variable of reading comprehension was ( $18.9 > 2.14$ ). it means that, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. The significance different result of the students' literal comprehension and interpretative comprehension in reading using suggestopedia method after the researcher has given the students' treatment.

If the t-test was higher than the t-table at the level of significance 0.00 and degree freedom (df) 15 ( $N-1=15-1$ ). Therefore, the alternative hypothesis ( $H_1$ ) was

accepted and the null hypothesis ( $H_0$ ) was rejected contrary. If the result of t-test was lower then the result of t-table at the level of significance 0.05 and degree freedom 14, than the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

## B. Discussion

The findings of the result can be explained clearly about the students' improvement reading comprehension using suggestopedia method. The Suggestopedia Method was one of the fun learning methods and increases students' abilities and enthusiasm for learning. Besides that, the relaxed mental condition and motivation of students to learn reading comprehension affects achievement results. In this research, the researcher found out the students' can improve their abilities in reading comprehension by using Suggestopedia Method. The methodology of this research was pre-experimental research. Based on the data shows that the implementation of suggestopedia method in reading comprehension at The Second Years of Madrasah Aliyah Guppi Samata was significance affected after the researcher analyzed the result of t-test and t-table.

The mean score of the students' after the researcher implemented suggestopedia as the method in reading comprehension was better than before the researcher has given treatment. Before the researcher conducted the treatment, the knowledge of students related to reading comprehension was very poor categories and after the researcher has given the students' treatment, students' knowledge related to reading comprehension increased significantly to good category.

# 1. The students' literal comprehension using suggestopedia method

The students' literal comprehension was supported by the mean score of the students' pre-test and post-test in mind idea and specific information was 51.7 and 90. before the researcher applied suggestopedia method. The students' could not decide the identification mind idea and specific information.

After the researcher calculating the result of the students' indicator of literal comprehension especially mind idea. The result of pre-test, there are 1 (6.67%) in the students' got excellent categories, 3 (20%) in the students' got fair good categories, 7 (46.67%) in the students' got poor categories, and 4 (26.67%) in the students' got very poor categories. While after the researcher has given the students' treatment using suggestopedia method there are 10 (66.67%) the students got excellent category, 4( 26.67%) the students' got fair good category, 1( 6.67%) the students' got poor category.

Based on the findings above, the data collection shows that the result of students' literal comprehension was significance improved the students' ability after the researcher has given treatment. The data on the table 4.1 showed that the result of students' literal comprehension was improved 74% from the mean score in pre-test 51.7 to post-test 90. it means that the result of post-test higher than the result of students' pre-test. So, it can be conclusion, suggestopedia method can be improved the students' literal comprehension. This research related to the second research conducted by Deavy Murfita Safitri and Dian Novita. The title of the research was *Suggestopedia Method as an effective method in teaching reading*

*comprehension for senior high school (2020)*. The researchers used qualitative research. This research to found out the effectiveness suggestopedia method in teaching reading comprehension. The researchers focus on X grade at SMK Walisongo 1 Gempol. The researchers found out significant positive effect to increase reading comprehension.

## 2. Students' interpretative comprehension using suggestopedia method

The students' interpretative comprehension support by conclusion of the students' pre-test and post-test in conclusion was 45 and was 85 before the researcher applied suggestopedia method. The students' can not decide to make concluded.

After the researcher calculating the result of the students' indicator of interpretative comprehension especially, conclusion. The result of pre-test, there are 2 (13.33%) in the students' got fair good categories, 8 (53.33%) in the students' got poor categories, 5 (33.33%) in the students' got very poor categories.

Based on the findings above using suggestopedia method. The data collection shows that the result of students' interpretative comprehension significance improved the students' ability after the researcher has given treatment. The data on the table 4.3 showed that the result of students' interpretative comprehension was improved 88.9 % from the mean score on pre-test 45 to post-test 85. it means that the result of post-test higher than the result of students' pre-test. So, it can be the conclusion that suggestopedia method can improved the students' interpretative comprehension. This research is related to the third research conducted by Adi

Candra, Yuneva, and Elva Utami. The title of the research *Improving the Students' Reading Comprehension Through the Use of Suggestopedia Method* (2020). This research to find out improving students reading comprehension using suggestopedia method. The researcher focus to second grade students of SMA Pesantren Pancasila Bengkulu. The researcher found out suggestopedia method can improve the students' reading comprehension of narrative text.

The conclusion about the research above, suggestopedia method was method in learning process can increase the students' ability in reading comprehension using descriptive text. In this research, the researcher used suggestopedia method in different text. The researcher used suggestopedia method into found out how suggestopedia method improves reading comprehension using descriptive text.





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of data analysis of findings and discussion in the previous chapter, the researcher concludes:

1. The students' improvement of literal comprehension using suggestopedia method as method at The Second Years of Madrasah Aliyah Guppy Samata was good. Suggestopedia method was the method make the students' relax during the learning process. Good mental condition affected the performance of the brain to increase the students' literal comprehension in term of mind idea. From the findings of the previous chapter, the result of t-test in literal comprehension was greater than the result of t-table. It means that, there was a significance difference ability of the students' literal comprehension between before the researcher has given the students' treatment after the researcher has given the students' treatment using suggestopedia method.
2. The students' improvement of interpretative comprehension using suggestopedia method as method at The Second Years of Madrasah Aliyah Guppi Samata was good. Suggestopedia method help the students' good mental condition to get knowledge and help the students' relax during the learning process. Good mental condition helps the students' to stimulated brain potential to answer the conclusion. The

finding of previous chapter, the result of the t-test in interpretative comprehension was greater than the result of the t-table. It means that, there were significant differences ability of the students' interpretative comprehension between before the researcher has given the students' treatment and after the researcher has give the students' treatment using suggestopedia.

Conclusion about this research, suggestopedia method was one method in the learning process to help the students' in reading comprehension. Suggestopedia method help the students' to relaxed for max retention of fabrics and relaxed concentration to input big quantity of materials. Besides that, students' motivation and students' interest also very important to students' achievements.

#### B. Suggestions

Based on the conclusion above, the researcher draws some suggestion who as follows:

1. For English teacher, the use of suggestopedia method can improve reading comprehension because suggestopedia was the one of method to make the students' feel relaxed, excited to learn English especially reading, not afraid to express some opinion, etc. Suggestopedia method was one of the learning methods that make the students' focus on the

learning process. Relaxing mental conditions and students' motivation increased the students' ability in reading comprehension.

2. The next researcher, have to apply suggestopedia method to descriptive text by doing researching on the other variables of research reading skill.



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