

CHAPTER I

INTRODUCTION

A. Background of The Study

Reading has a significant place in learning English. Grabe and Stoller stated that reading is a crucial means of learning for students in order to gain new information or comprehend by using different understanding.¹ Reading comprehension at senior high school in Indonesia is one of competencies should be learnt to students. Through reading students can improve their own knowledge which is needed to insure the continuing learning process.

Reading is one of the competencies has been taught at the first grade of Senior High School as mandated in “Kurikulum 2013” for Senior High School, that is “It needs to understand various meanings (interpersonal, ideational, textual) in various interactional and monological written texts”.² In line with this Mikulecky and Jeffries state that reading in education is one important way which can improve the students’ general language skills in English.³ Furthermore, when students come to the next of their educational level, they should pass a test first. It is done to see how well students learn on a certain stage of education.

Basically, to comprehend the text, a reader must be able to construct the meaning internally from interacting with the material that is read. As a result, they are expected not only be able to read the

¹ Grabe and Fredicka L. Stoller, *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second or Foreign Language, 3rd Ed.* (Boston: Heinle&Heinle, 2001), p.187

² Wachyu Sundayana, *Pedoman Umum Pembelajaran Bahasa Inggris di SMA*, (UPI Direktori : Bandung, 2013) p.2

³ Mikulecky, B. S. & Jeffries, L. More, *Reading Power. Reading.* (New York: Pearson Education, 2004) p.87

text but also to master reading with comprehension. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.⁴ However, reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose.

In any case, the researcher found that there were many students who still had low reading comprehension. It was proven when the researcher observed a learning process in at MA Ponpes Kulni Cikande. It is one of senior high school that located in Serang, Banten. Reading is important that should be mastered by the MA Ponpes Kulni students which them able to be employed it in academic activity.

Based on researcher's observation and informal interview to the second grade students the writer found that some students' problems in reading comprehension: First, students' interest on reading were low because teachers often used bored method. Students say that English lesson became demotivated and difficult for them because they did not like and understand the subject. Some of the students feel that English is very hard to study, but they have motivation to study hard for the good achievement. Those influence on students comprehending in learning English.

Second, teachers in MA Ponpes Kulni Cikande used traditional method like grammar-translation method to teach reading, such as teacher asked students to read and translate the text into bahasa

⁴ Elizabeth. Et al, *Teaching reading*. (Chicago : University of Illinois, 2003), p.1

Indonesia. As the result, In this case the teacher must have idea to build the students feel relax, comfort and supporting situation in teaching reading, because teaching method is the one of important factor to the success of students learning English reading.

Third, the students did not focus on what they read during the reading activity. The classroom environment did not support them to read well. During the reading activity, the students could not focus on what they read because the environment of the classroom did not support them to read well. Moreover, because they felt hard to comprehend the text, many students were bored to participate in the classroom activity.

Based on the problems above, there are some methods that can be used to teach reading, such as Total Physical Response, the Audiolingual Method, Communicative Language Teaching and suggestopedia method. As the English teacher, the teacher has to create interesting model of teaching and atmosphere of learning process that makes student relaxed and fun to student comprehending in reading. In this study, the writer arranges to help students to comprehend their reading comprehension suggested in supporting situation by suggestopedia method.

Suggestopedia most uses centrality of music and music rhythm in learning.⁵ Because suggestopedia claimed as a dramatic learning process because it uses music, music rhythm, classroom management, the decoration of classroom, and so on. The effect of applying this method is the students feel relax in reading because they do not feel under pressure to learn in the classroom.

⁵ Jack. C Richard. *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2001) p100

Therefore, based on the explanation above, the writer is eager to conduct study about “*Using Suggestopedia To Improve Students Reading Comprehension (A Quasi-Experimental Study at The Second Grade of MA Ponpes Kulni Cikande)*”.

B. Identification of the Problem

Based on the explanation of the background of the study, there are some problems that can be identified, those are:

1. Based on documentation study results that many students of the second grade of MA Ponpes Kulni Cikande still get low score in English and they still cannot comprehend reading from some kinds of text
2. Based on observation results that many students of the second grade of MA Ponpes Kulni Cikande do not feel comfortable, relax and focus in reading activity in classroom
3. Based on observation results that teachers used conventional method that makes students bored in learning reading activity and they do not have motivation to read English.

C. Limitation of the Study

The writer limits the study as follows :

1. The writer focuses on students’ reading comprehension at the second grade of MA Ponpes Kulni Cikande.
2. The writer focuses on using suggestopedia in teaching reading at the second grade of MA Ponpes Kulni Cikande.
3. The research methodology will be used in this research is quasi-experimental.

D. Statement of the Problem

The statement of the problem study in this research is:

1. How is the students' initial reading comprehension score at the the second grade of MA Ponpes Kulni Cikande ?
2. How is the implementation of suggestopedia in improving students' reading comprehension ?
3. Is there any difference between groups which used suggestopedia and without used suggestopedia ?

E. The Objective of the Study

The objective of this study is:

1. To investigate the students' initial reading comprehension score at the the second grade of MA Ponpes Kulni Cikande.
2. To observe the implementation of suggestopedia in improving students' reading comprehension.
3. To examine the difference between groups which used suggestopedia and without used suggestopedia.

F. Significance of the Study

1. The writer and English teachers, this research will be able to provide the information about the technique that they can use in improving reading to their students.
2. the students, this research will give input and new learning experience to them in improving reading comprehension.
3. the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

G. Previous Study

There are some previous researcher related to reading comprehension especially in implementation of suggestopedia.

The first previous study of this research is arranged by Vebriana Setia Deny, Syamsul Bahri, Dian Fajrina. They are from Syiah Kuala University, Banda Aceh. Their title is “Suggestopedia Method on Improving Students’ Reading Comprehension”. This research is intended to find out whether Suggestopedia method improved students’ reading comprehension.⁶ This research was conducted at SMPN 8 Banda Aceh. The sample was taken by random sampling of the students of class VIII-1. The technique of data collection, the researcher used pre-test, treatment and post-test. The materials used in the test were narrative texts. The reading comprehension which tested was main idea, detail information, vocabulary and reference. The researcher used one group pre-test and post-test design. The tests consisted of 10 multiple choice questions of narrative texts. The technique of data analysis, the researcher used statistical formula. The mean score of pre-test was (53.18) and the post-test was (79.09). The finding showed that the improvement of the mean was 25.91. The critical value of 0.05 significant level was 2.080 and degree of freedom was 21. T-test 4.197 was higher than t-table (2.080). As a result, Suggestopedia method can improve the students’ reading comprehension in narrative text particularly at the VIII-1 of SMPN 8 Banda Aceh.

From research above the suggestopedia was using to learn reading without choosing new identity and role play. In writer research the suggestopedia itself will use choose new identity and role play as two of steps in suggestopedia. In this study, the researcher wants to improve suggestopedia in different way. The researcher conducts the study in

⁶ Vebriana Setia Deny *et al.* “Suggestopedia Method on Improving Students’ Reading Comprehension”, *Research in English and Education (READ)*, Vol.01 No.02, (December 2016), 129-136

senior high school level, so the method in using suggestopedia should adapt the students in senior high school.

The second of previous study in this research is arranged by Tami Asriani. She is from UIN Syarif Hidayatullah Jakarta. Her title is “The Effectiveness of Suggestopedia on Students’ Reading Comprehension in Narrative Text (A Quasi-Experimental Study at the Third Grade Students of MTsN II Pamulang)”.⁷ The research result shows that Suggestopedia method is believed to be effective to improve students’ reading comprehension in narrative text. In learning process on students’ reading comprehension in narrative text using suggestopedia they must be relaxed, comfortably and motivated. The result of the statistical hypothesis on significance level 0.05 that showed t_{value} was higher than t_{table} ($2.07 > 1.68$). thus the null h_0 (Null hypothesis) was rejected and H_a (Alternative hypothesis) was accepted. It can be concluded that there was a significance difference using suggestopedia on students’ reading comprehension in narrative text.

Both of previous studies guide me to conduct a different study about suggestopedia in reading comprehension. Different from them, the writer has senior high school as the sample when they have junior high school students. Based on lesson plan in second grade senior high school, the researcher uses report text as a material based on lesson plan. Meanwhile both of previous studies uses narrative text particularly. Overall, my research design is far from Vebriana et al’s but similar with Tami Asriani. But of course in the detail step and instrument that I have, it is totally different.

⁷ Tami Asriani. “The Effectiveness of Suggestopedia on Students’ Reading Comprehension in Narrative Text”, (a Paper, UIN Syarif Hidayatullah Jakarta, 2015)

H. Hypothesis

There are two hypothesis in this study, they are :

1. Alternative hypotheses (Ha): “Suggestopedia has significant effect in improving students’ reading comprehension”.
2. Null hypotheses (Ho): “Suggestopedia has not significant effect in improving students’ reading comprehension”.

I. Organization of the Writing

To make this research easy to be comprehended, the writer divides this research into three chapters:

Chapter I is introduction. In this chapter the researcher puts some points: background of the study, identification of the problem, statement of the problem, the objective of the study, limitation of the study, significance of the study, previous study, hypothesis and the organization of writing.

Chapter II is theoretical frameworks. This chapter consists of the theories from some experts about reading and Suggestopedia method.

Chapter III is research methodology. This chapter consists of research method, population and sample, the site and time of study, the technique of data collecting and the technique of data analyzing.

Chapter IV is the research finding and discussion. This result of the research which consist of description of the data, data analysis, interpretation of the data and discussion.

Chapter V is conclusion and suggestion. Consist of conclusion and suggestion. The final part of this paper consist of a list of references.