

The Effect of Using Suggestopedia Method on Reading Comprehension in Descriptive Text at Tenth Grade of SMA N 8 Kota Jambi

Sulastri Lisnawati, Suyadi

English Education Study Program, Faculty of Teacher Training and Education,
Batanghari University

ABSTRACT

This research was done to find the effect of using suggestopedia method on reading comprehension in descriptive text at tenth grade of SMA N 8 Kota Jambi Academic Year 2019/2020. The researcher used a quantitative research and experimental research design as the research methodology with random sampling. The objective of this research was to find out whether there was significant effect of using suggestopedia method on reading comprehension in descriptive text at tenth grade of SMA N 8 Kota Jambi. The sample of this research was at tenth grade of SMA N 8 Kota Jambi. The instrument of this research was a reading test. This study involved 60 students, there was consist of 30 students of control class (X MIPA 4) and 30 students of experimental class (X MIPA 2) at tenth grade of SMA N 8 Kota Jambi academic year of 2019/2020 as the object of the study and divided into two classes. Reading comprehension in descriptive text is effect after treatment suggestopedia method which is proven with student's score higher than before treatment. The average pre-test control class 38,6 and post-test control class 53,3. Average pre-test experimental class 46 and post-test experimental class 90,8. Suggestopedia method makes learning process more interesting. The value of t-test higher than the value of t-table ($20,41 > 2,001$) based on the finding above, it can be concluded that suggestopedia method has a significant effect of reading comprehension in descriptive text at tenth grade of SMA N 8 Kota Jambi.

Key Words: *Suggestopedia, Reading Comprehension, Descriptive Text.*

INTRODUCTION

Reading is one of the English language skills that have to be mastered by all of students and having good reading English skill is very important for the students, it can help the students to enlarge their knowledge because they can get a lot of information through reading and reading skill is also very important in learning English as a foreign language.

Reading is activity of students to find out information from newspaper textbook, internet and other source, to gain their knowledge to enrich their vocabulary or just pleasure, reading is the easiest and the cheapest way to get information, because it can help to know the simple information to the more complex one. In addition, the main important thing that the students should have the ability to comprehend what they have to read. To mater reading the

students need to have reading desire and they must be tried to read something intensively and continually.

Reading comprehension becomes one of the English skills that must be masters by all the students because when they have good reading, they could easier to get knowledge fom what they read. According to Wolly (2011:15), reading comprehension is the process of making meaning from the text in order to understand of what is described in the text. To comprehend the text, the students 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 text but also to master reading with comprehension. Therefore, 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. Some students in learning English get some difficulties in comprehend the text.

In Senior High School students are expected to be able to comprehend descriptive text. Descriptive text is a text which describes what a person, place, animal or a thing is like and the generic structures of descriptive text are identification and description. Descriptive text as one of kinds of text usually practiced by reading, but teachers are seldom providing to use method, method can help learning process in the classroom, and students usually more enjoy in the learning by using method.

READING COMPREHENSION

According to Cain(2004), reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency. Furthermore (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enable the reader to create a mental representation of the text. Torgesen cited in Klinger (2007:8) says that reading comprehension is thus a cognitive, motivational, and affective activity.

SUGGESTOPEDIA

Suggestopedia is a modern method which developed in 1970 by the Bulgarian doctor psychotherapist and educator Georgi Lazanov. According to Lazanov (1982: 32), suggestopedia method is a method of teaching that seeks to help learners eliminate psychological barriers to learning. The learning environment is relaxed and subdued, with low lighting and soft music in the background where the students just relax and listen to them being read and later playfully practice the language during an "activation" phase. From the idea of suggestopedia, the classroom environment will be set

playfully and enjoyable during the learning process. As Harmer (2001) believes, music can stimulate learner's desire engage in learning, since it addresses emotions and meanwhile allows the brain to analyze its effect. A piece of music can change the classroom atmosphere and initiate a new activity, while establishing a connection between relaxation and learning (Harmer, 2001).

Furthermore Venkanna & Glorry, (2015:130) added that the effect of physical surrounding and pleasant atmosphere of the classroom can make the students relaxed, confident and comfortable in reading the text because they do not feel under pressure to learn in the classroom. The purpose of this method is to make the students relax and enjoy during the learning process. Music in the learning process background helps to make students focus and concentrate to the material.

Characteristic of Suggestopedia

According to Richards and Rodgers (1999:142) there are some characteristics of suggestopedia:

1. Decoration

The teacher should creative to decorate classroom with different situation. It is make students more attention and attracted during learning process by put the wall-picture or poster related with the materials.

2. Furniture

The equipment is used to help students comfortable like table, chair, lamp and whiteboard.

3. Arrangement of the classroom

The students can be arranging their chair of the classroom to make students not bored and interesting.

4. The use of music

The students are invited to relax by listen some Baroque music. Music is useful to student's therapy in suggestopedia method. The classical music also aids in the creation of a positive emotional response to the program for memorization in learning process and bring students into the

optimum mental state for effortless acquisition of material.

Technique of Suggestopedia

According to Diane Larsen-Freeman (2000:113) the technique and the classroom set-up of suggestopedia are:

1. Classroom set-up

In the teaching-learning process the teacher should create the class cheerful to provide the students as a positive mindset in the class.

2. Peripheral learning

The students provide grammatical information from decoration of the class like poster on the classroom's wall. It helps the students learn many things indirectly and exposed themselves in the classroom or outside classroom than teacher for language input.

3. Positive suggestion

The teacher has responsibility to arrange the suggestive factors in learning situation with tell a positive suggestion like tells students are going successful. It makes them get believe in her/his self and relax without pressure in the learning process.

4. Choose a new identity

The students choose a target language name and an occupation. As the course continues, they have an opportunity to develop a whole biography about their fictional selves.

5. Role play

Students are asked to pretend become other character temporary with someone else and to perform they role play to create their own lines in target language is relevant to the situation.

6. First concert (active concert)

In active concert teacher give a dialog to the students and reads the text. The students follow and focus students' attention to some grammatical or words. After that the teacher will be read aloud to students by follow the intonation of music.

7. Second concert (passive concert)

In particular, fulfills Williams in passive concert the students are creating their fantasy with closing their eyes: a comfortable, quiet place, and instruction of teacher with a pleasing voice by slow-paced presentation. It means that the students have relaxed but do not sleeping to create their imagination about the story that teacher's read.

8. Primary activation

The students playfully reread the target language dialogue out loud, as individuals or in group. They can practice in front of the class with many expression based on dialogue like angrily, sadly, cheerfully etc.

9. Creative adaptation

The students engage various activities designed to help them learn the new material, to review and consolidate the learning. The activities include singing, dancing, dramatization, and games which students just only focus in the communicative intent do not focus on the form of the linguistic message.

Teaching Reading Comprehension by Suggestopedia

In teaching and learning reading comprehension, method is a very important aspect. Method will make teacher easy to deliver the material and students also easy to understand the material. Even though, in teaching and learning process, there is best or worst method, teacher should choose what the proper method in teaching and learning reading comprehension. The use of suggestopedia in teaching and learning reading comprehension is much needed. Suggestopedia can motivate more of students' mental potential to learn and which obtained by suggestion because with this method the teacher can give relax situations, so the students can get the material easily. With music the students can imagine their think and describe their imagination to others. From the activities in suggestopedia, the students can master in reading comprehension.

For further information about the effect of suggestopedia method in

teaching reading comprehension, the researcher would like to mention the steps of applying suggestopedia method on teaching reading comprehension as follows: 1) Teacher should arrange the classroom such as the students' chair, desk, the classroom decoration and the condition of the classroom. 2) Before come to the class, all tools that will used by the teacher should be prepared. 3) After the classroom has been arranged, the teacher should make sure the students that they are ready to study. 4) Before going to the material, the music was played by the teacher. Also, teacher asked students to relax, calm and enjoy the music. 5) Teacher give the material with some activities in suggestopedia method such as role play, games, etc, related to the reading comprehension. 6) While doing role play or games, teacher may play the music with the lower sound.

DESCRIPTIVE TEXT

According to Gerot and Wignell (1995:208) define descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be conclude that descriptive text is a text for describe person, place or thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of character and personality. Furthermore Mark & Anderson (2003) say that descriptive text is a text that states a factual description specifically to describe a particular place or thing.

Table 1. The Generic Structure of Descriptive Text

| Text Elements | Content |
|-----------------------|--|
| Identification | An introduction to the objects/things described which includes who or what, when, where. |

| Description | |
|-------------|---|
| | A description of an object. For example the color, the size, the smell, the taste, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special. |

Source: Fauziati, et, al (2013)

According to Endang Fauziati et al (2013:235) the language features of descriptive text as follows: 1) Certain nouns, such as teacher, house, my cat, bridge, etc. 2) Simple Present Tense. 3) Detailed noun phrases to give information about a subject, such as It was a large open rowboat, a sweet young lady, the deaf person, etc. 4) Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc. 5) Relating verbs to give information about a subject, such as My mum is really cool; It has very thick fur, the rest remains at home, etc. 6) Thinking verbs and feeling verbs to reveal the writer's view, such as The police believe the suspect is armed; I think it is a clever animal, etc. 7) Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc. 8) Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc, and 8) Figurative language, such simile, metaphor, e.g. John is white as chalk, sat tight, etc

RESEARCH METHODOLOGY

This chapter classified as experimental design. In this research the researcher used Experimental research. There are two groups in this research: experimental and control group. Khotari (2004:30) states that control group is the group which was

exposed to usual condition while experimental group was a group which was exposed to special condition. In this research the researcher used one pre-test and post-test design included assignment. In the one group pre-test and post-test, a single group is measured or observed not only after being exposed to a treatment but also before. In pre-test and post-test group the observation do two times, before giving treatment called pre-test and after giving treatment called post test.

According to James H. McMillana, (1996:85) states a population is a group of elements or cases, whether individuals, object, or events, that conform to research. Specific criteria and to which we intend to generalize the results of the research. The population on this study used all student at X Grade of SMA N 8 Kota Jambi in Academic Year 2019/2020. The number of students is 166 which were divided into 5 classes. Bordens (2008:163) states that a sample is a small subgroup chosen from the larger population. So, the sample was the students from the population who were chosen to participate in this study. In this research researcher used *random sampling*. According to Ary (2010:648) states that random sampling is sample selected by a chance procedure so that every member of the population has an equal probability of being selected.

The researcher collected the data by test as research instrument. The students were given a descriptive text. With some exercise was multiple choice. The aims of this exercise were to find main idea, finding specific information, Interpreting problems/inferences, understanding vocabulary, Making a generalization references. There also a test. The test was divided into two, they were pre-test and post-test. The researcher gave the same test for experimental and control group. The researcher gave items tested to 35 subjects to measure validity and reliability in pre-test and post-test.

Table 2. Table Specification of Content Reading Comprehension Test

| No | Indicator of reading comprehension | Items number | Percentage |
|-------|------------------------------------|---------------------|------------|
| 1 | Identifying main idea | 5,10,11,16,25,30,35 | 20 % |
| 2 | Finding specific information | 3,9,14,18,24,27,34 | 20% |
| 3 | Interpreting problems/inferences | 4,8,15,17,21,26,33 | 20% |
| 4 | Understanding vocabulary | 2,6,12,19,23,28,32 | 20% |
| 5 | Making a generalization references | 1,7,13,20,22,29,31 | 20% |
| Total | | 35 items | 100% |

Source: Anindya Sekarini (2017:28)

Validity of the test is the extent to which a test measures what it is intended to measure. According Field (2005) validity basically means measure what is intended to be measure. In this research the researcher used content validity. Content validity was done to see the content of instrument in learning material given by the teacher. it had been counted index difficulty and index discrimination. Difficult index is the ability of the test to filter the total number of participant who answers correctly. The categories of 0,00-1,0 referred to difficulty index and it indicated the level of test difficulty. Further, Index discrimination is the test ability to separate the students who have high ability students and low ability.

Reliability is the degree to which an assessment tool produces stable and consistent result. Similarly, Hughes adds that to be valid a test must provide consistently accurate measurement. It must therefore be reliable. It means that reliability was necessary in the research to assess the good instrument or not.

In order to get the reliability of the test, the researcher used product moment

formula to measure the reliability of instrument.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{N\sum x^2 - (\sum x)^2\right\}\left\{N\sum y^2 - (\sum y)^2\right\}}}$$

Where:

- r_{xy} : Coefficient correlation between x and y variables
- N : Numbers of students
- $\sum x$: Sum of x
- $\sum y$: Sum of y
- $\sum x^2$: Square of x
- $\sum y^2$: Square of y
- $\sum xy$: Total scores of cross product x and y

The test result of this research instrument is interpreted using the following guidance:

Table 3. Interpretation Guide

| No | Level of reliability | Description |
|----|----------------------|-------------|
| 1 | 0,800-1,000 | Very high |
| 2 | 0,600-0,799 | High |
| 3 | 0,400-0,599 | Fair |
| 4 | 0,200-0,399 | Low |
| 5 | 0,000-0,199 | Very low |

(Arikunto, 2013:319)

After the instrument reliability figure is known, then the number is interpreted with the level of reliability of the correlation coefficient. The instrument is said to be reliable if it has a cronbach's alpha coefficient of more than or equal to 0,700 then the instrument is said to be reliable.

Table 4. Result of Reliable Test

| Vari able | Cronbach Alpha | Require ment | Descrip tion |
|--------------------------|----------------|--------------|--------------|
| Suggestopedia Method (X) | 0,876 | > 0,7 | Reliable |

Based on reliable test result above the variable suggestopedia method X 0,876>0,7 is reliable. This research needed the data to support the investigation and researcher used quantitative research to collect data, so collected was one of the most important

step when doing research. In this research, Cresswell (2009:4) states that quantitative research is a mean for testing objective theories by examining the relationship among variables, in turn, can be measured typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction (literature and theory), methods (result), and discussion.

In data collection, this study used pre-test, it is conducted both of the groups, experimental and control group in order to know students' on reading comprehension in descriptive text before treatment given. The next steps, the researcher giving treatment to the students. There are different treatment given to experimental class and control class. In experimental class, the researcher treat reading descriptive text using suggestopedia teaching method stages, and to control class the researcher treat them without suggestopedia teaching method. Both of the treatment the researcher focus to teach about describing place, consist of describing place consists of describing a room, a city, buildings, or toursm place. The last, the test will giving to the students after the treatment. The type of the pre-test is text, and the result effect of the treatment will be seen from the post-test. Same with the the researcher using reading test to find out the improvement student's ability in readinf descriptive text, the researcher ask the students to read a descriptive text but just focus on describing place.

The data analyze by students score, mean, percentage and the t-test. First, tudents Score, it is used to find the students individual scores in the test given. Most commonly percentage of scores in a specified distribution that fall below the point at which given scores lies. Sometimes the individual scores is defined to include score the fall at the points, sometimes the individual score is

defined to include half of score at the point.

The formula is a follows:

$$x = \frac{R}{N_1} \times 100$$

Where:

- X : Score of individual result
- R : Number of correct answer

Table 5. Classification of Student's Scores

| Test Score | Classification |
|------------|----------------|
| 91-100 | Excellent |
| 81-90 | Very good |
| 71-80 | Good |
| 61-70 | Fair |
| 51-60 | Poor |
| 0-50 | Very poor |

- To look for the mean score, the researcher uses formula is presented as follows:

$$M = \frac{\sum X}{N}$$

Explanations :

- M = Mean score
- $\sum X$ = The total score
- N = The total number of sample

- Pre-test and post-test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanations :

- P = The percentage of score
- F = The number of false score
- N = The number of students

To collected data the research used pre-test, treatment, and post-test. After collecting the data by used test, it can to analyzed the data using t-test. T-test which formulated to know the significant differences between pre-test and post-test.

The formula T-test is taken from Arikunto (2006:349) as followed :

$$t = \frac{M_y - M_x}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}}}$$

Explanation :

- t = T-test Value
- Mx =(differences), between pre-test and post-test score
- My = (differences), between pre-test and post-test score
- $\sum x^2$ = quadrate of deviation
- N = The number of sample
- d.b = N-1

FINDINGS

This chapter presents data collection of experimental class and control class on SMA N 8 Kota Jambi where pre-test and post-test given. The researcher conducted this research for 3 weeks to prove the effect of using suggestopedia method on reading comprehension in descriptive text. The researcher taken two class as sample, the sample of this research get of simple random sampling. The result of the simple random sampling is there are X MIPA 2 and X MIPA4 one class consist (30 students) and other class consist (30 students) they are equal (60 students). The researcher did this research start from on February 20,2020 until March 12,2020. The researcher presents the data from the test, test in this research are pre-test, treatment, and the last post-test.

Table 6. The Result of Pre-Test Control Class Experimental Class

| No | Control Class | | Experimental Class | |
|----|------------------|-------|--------------------|-------|
| | Name of Students | Score | Name of Students | Score |
| 1 | Student 1 | 40 | Studen1 | 35 |
| 2 | Student 2 | 45 | Student2 | 30 |
| 3 | Student 3 | 30 | Studen2 | 40 |
| 4 | Student 4 | 35 | Student3 | 45 |
| 5 | Student 5 | 45 | Studen3 | 50 |
| 6 | Student 6 | 50 | Student4 | 45 |
| 7 | Student 7 | 30 | Studen4 | 45 |
| 8 | Student 8 | 35 | Student5 | 30 |

| | | | | |
|----|----------------|-------------|----------------|-------------|
| 9 | Student 9 | 45 | Student5 | 35 |
| 10 | Student 10 | 35 | Student6 | 50 |
| 11 | Student 11 | 30 | Student6 | 45 |
| 12 | Student 12 | 30 | Student7 | 50 |
| 13 | Student 13 | 35 | Student7 | 55 |
| 14 | Student 14 | 40 | Student8 | 65 |
| 15 | Student 15 | 45 | Student8 | 65 |
| 16 | Student 16 | 45 | Student9 | 45 |
| 17 | Student 17 | 50 | Student9 | 50 |
| 18 | Student 18 | 45 | Student10 | 55 |
| 19 | Student 19 | 35 | Student10 | 50 |
| 20 | Student 20 | 35 | Student11 | 40 |
| 21 | Student 21 | 30 | Student11 | 45 |
| 22 | Student 22 | 40 | Student12 | 40 |
| 23 | Student 23 | 30 | Student12 | 35 |
| 24 | Student 24 | 45 | Student13 | 45 |
| 25 | Student 25 | 40 | Student13 | 50 |
| 26 | Student 26 | 45 | Student14 | 50 |
| 27 | Student 27 | 45 | Student14 | 45 |
| 28 | Student 28 | 30 | Student15 | 40 |
| 29 | Student 29 | 40 | Student15 | 45 |
| 30 | Student 30 | 35 | Student16 | 60 |
| | Total | 1160 | Total | 1380 |
| | Average | 38,6 | Average | 46 |

Based on the table above, students who get the highest score of 50 were 2 people, 9 students get a score of 45, 5 students get a score of 40, 7 students get a score of 35, and the lowest with a score of 30 were 7 students. With the total overall value was 1.160. The average of pre-test in control class was 38,6. The researcher was given a treatment after pre-test. Further, the number of students in experimental class was 30 students. Students who get the highest score of 65 were 2 people, 1

students get a score of 60, 2 students get a score of 55, 7 students get a score of 50, 9 students get a score of 45, 4 students get a score of 40, 3 students get a score of 35, and the lowest with a score of 30 were 2 students. With the total overall value was 1.380.

The average of pre-test in experimental class was 46. The researcher was given a treatment after pre-test. After giving the treatment researcher giving post-test. The result of post-test in control class and experimental class as a follows;

Table 7. The Result of Post-Test Control Class and Experiment Class

| No | Control Class | | Experimental Class | |
|----|------------------|-------|--------------------|-------|
| | Name of Students | Score | Name of Students | Score |
| 1 | Student1 | 60 | Student1 | 85 |
| 2 | Student2 | 55 | Student2 | 75 |
| 3 | Student3 | 50 | Student3 | 85 |
| 4 | Student4 | 45 | Student4 | 90 |
| 5 | Student5 | 55 | Student5 | 90 |
| 6 | Student6 | 65 | Student6 | 80 |
| 7 | Student7 | 45 | Student7 | 90 |
| 8 | Student8 | 45 | Student8 | 80 |
| 9 | Student9 | 50 | Student9 | 85 |
| 10 | Student10 | 55 | Student10 | 90 |
| 11 | Student11 | 35 | Student11 | 90 |
| 12 | Student12 | 40 | Student12 | 95 |
| 13 | Student13 | 45 | Student13 | 95 |
| 14 | Student14 | 50 | Student14 | 100 |
| 15 | Student15 | 55 | Student15 | 100 |
| 16 | Student16 | 65 | Student16 | 90 |
| 17 | Student17 | 65 | Student17 | 95 |
| 18 | Student18 | 60 | Student18 | 95 |
| 19 | Student19 | 60 | Student19 | 90 |
| 20 | Student20 | 50 | Student20 | 85 |
| 21 | Student21 | 55 | Student21 | 90 |
| 22 | Student22 | 65 | Student22 | 95 |

| | | | | |
|----|----------------|-------------|----------------|-------------|
| 23 | Student23 | 60 | Student2 3 | 80 |
| 24 | Student24 | 60 | Student2 4 | 95 |
| 25 | Student25 | 55 | Student2 5 | 95 |
| 26 | Student26 | 50 | Student2 6 | 100 |
| 27 | Student27 | 55 | Student2 7 | 95 |
| 28 | Student28 | 45 | Student2 8 | 95 |
| 29 | Student29 | 55 | Student2 9 | 95 |
| 30 | Student30 | 50 | Student3 0 | 100 |
| | Total | 1600 | Total | 2725 |
| | Average | 53,3 | Average | 90,8 |

Based on the table above, students who get the highest score of 65 were 4 people, 5 students get a score of 60, 8 students get a score of 55, 6 students get a score of 50, 5 students get a score of 45, 1 students get a score of 40, and the lowest with a score of 35 were 1 students. With the total overall value was 1.600. The average of post-test in control class was 53,3. Further, Students who get the highest score of 100 were 4 people, 10 students get a score of 95, 8 students get a score of 90, 4 students get a score of 85, 3 students get a score of 80, and the lowest with a score of 75 were 2 students. With the total overall value was 2.725. The average of post-test in experimental class was 90,8.

The Result of Pre-test and Post-test in Experimental Class

The result of pre-test before the interventation, shows that all of students were categoriezed very poor. The lowest score and the highest score in some score interval 0-50. The table of value of pre-test in experimental class can be seen table 16.

Table 8. The Mean of Pre-Test in Experimental Class

| No | Score (Mx) | Frequency (My) | Total (Mx My) |
|--------------|----------------|----------------|-----------------------|
| 1 | 30 | 2 | 60 |
| 2 | 35 | 3 | 105 |
| 3 | 40 | 4 | 160 |
| 4 | 45 | 9 | 405 |
| 5 | 50 | 7 | 350 |
| 6 | 55 | 2 | 110 |
| 7 | 60 | 1 | 60 |
| 8 | 65 | 2 | 130 |
| Total | ΣMx=380 | ΣMy=30 | Σ(Mx My)=1.380 |

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.380}{30}$$

$$M = 46$$

Based on the calculation above, it can be concluded that the mean value of pre-test in experimental class was 46. The table of value of post-test in experimental class can be seen in table 9.

Table 9. The Mean of Post-Test in Experimental Class

| No | Score (Mx) | Frequency (My) | Total (Mx My) |
|--------------|----------------|----------------|-----------------------|
| 1 | 75 | 1 | 75 |
| 2 | 80 | 3 | 240 |
| 3 | 85 | 4 | 340 |
| 4 | 90 | 8 | 720 |
| 5 | 95 | 10 | 950 |
| 6 | 100 | 4 | 400 |
| Total | ΣMx=525 | ΣMy=30 | Σ(Mx My)=2.725 |

$$M = \frac{\sum x}{N}$$

$$M = \frac{2.725}{30}$$

$$M = 90,8$$

Based on calculated, it can be concluded that the mean value of post-test in experimental class was 90,8.

Result of pre-test and post-test in control class

The result of pre-test before the intervention, shows that all of students were categories very poor. The lowest score and the highest score in some score interval 0-50. The table of value of pre-test in control class can be seen table 18.

Table 10. The Mean of Pre-Test in Control Class

| No | Score (Mx) | Freque ncy (My) | Total (Mx My) |
|--------------|----------------|-----------------|----------------------|
| 1 | 30 | 7 | 210 |
| 2 | 35 | 7 | 245 |
| 3 | 40 | 5 | 200 |
| 4 | 45 | 9 | 405 |
| 5 | 50 | 2 | 100 |
| Total | ΣMx=200 | ΣMy=30 | (Mx My)=1.160 |

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.160}{30}$$

$$M = 38,6$$

Based on the calculated, it can be concluded that the mean value of pre-test in controlclass was 38,6. The table of value of post-test in controlclass can be seen table 11.

Table 11. The Maen of Post-Test in Control Class

| No | Score (Mx) | Frequency (My) | Total (Mx My) |
|--------------|----------------|----------------|-----------------------|
| 1 | 35 | 1 | 35 |
| 2 | 40 | 1 | 40 |
| 3 | 45 | 5 | 225 |
| 4 | 50 | 6 | 300 |
| 5 | 55 | 8 | 440 |
| 6 | 60 | 5 | 300 |
| 7 | 65 | 4 | 260 |
| Total | ΣMx=350 | ΣMy=30 | Σ(Mx My)=1.600 |

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.600}{30}$$

$$M = 53,3$$

Based on calculated, it can be concluded that the mean value of post-test in control class was 53,3.

The Score Distribution in The Experimental Class

Table 12. The score distribution in The Experimental Class

| Score interval | Categor y | Pre-test | | Post-test | |
|----------------|------------|------------|--------------|-------------|--------------|
| | | Frequ ency | Perc enta ge | Fre que ncy | Perc enta ge |
| 91-100 | Excell ent | 0 | 0 | 14 | 47% |
| 81-90 | Very Good | 0 | 0 | 12 | 40% |
| 71-80 | Good | 0 | 0 | 4 | 13% |
| 61-70 | Fair | 2 | 7% | 0 | 0 |
| 51-60 | Poor | 3 | 10% | 0 | 0 |
| 0-50 | Very Poor | 25 | 83% | 0 | 0 |

From the table above, it can be seen that, in the pre-test no one students got excellent, no students got very good, no students got good,2 students got fair category, 3 students get poor category, 25 students get very poor category.

In post-test, it can be seen that is improvement in students score which mean improvement in students' ability, 14 students get very excellent category, 12 students get very good category, 4 students get good category. In the post no one students got fair, poor and very poor category.

The Score Distribution in The control Class

Table 13. The score Distribution in The Control Class

| Score interval | Category | Pre-test | | Post-test | |
|----------------|-----------|-------------|--------------|-------------|--------------|
| | | Freq uen cy | perc enta ge | Freq uen cy | Perc enta ge |
| 91-100 | Excellent | 0 | 0 | 0 | 0 |
| 81-90 | Very Good | 0 | 0 | 0 | 0 |
| 71-80 | Good | 0 | 0 | 0 | 0 |
| 61-70 | Fair | 0 | 0 | 4 | 14% |
| 51-60 | Poor | 0 | 0 | 13 | 43% |
| 0-50 | Very Poor | 30 | 100 % | 13 | 43% |

From the table above, it can be seen in pre-test all students get very poor category, no onestudents get poor category, no one students get fair, good, very good, and excellent category. Meanwhile in post-test 4 students get fair category, 13 students get poor category, and 13 students get very poor category, no one students get good, no one students get very good, and excellent category, it is clearly proved students readingcomprehension that taught without suggestopediamethod not really improve.

Table 14. Different between control class and experimental class

| Variable | | Mean | The improve ment |
|--------------------|-----------|------|------------------|
| Control group | Pre-test | 38,6 | 14,7 |
| | Post-test | 53,3 | |
| Experimental group | Pre-test | 46 | 44,8 |
| | Post-test | 90,8 | |

The result of control group and experimental group is different. The result of control group is 14,7 and experimental group is 44,8. Experimental group higher than control group. This result is significant.

To know there is significant difference between experimental group

score and control group score, t-test was higher than t-table. In order to see the significance between pre-test and post-test before and after treatment of experimental group, the formula would be used analyze the data, the researcher was compared between the score of pre-test and post-test.

The t-test result calculation

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{ny} \right]}}$$

$$Mx = \frac{430}{30} = 14,3$$

$$\sum x^2 = \sum x^2 - \frac{\sum X^2 Y^2}{N}$$

$$= 7.250 - \frac{430^2}{30}$$

$$= 7.250 - 6.163,3$$

$$= 1.086,7 My = \frac{1.335}{30} = 44,5$$

$$\sum x^2 = \sum Y^2 - \frac{\sum X^2 Y^2}{N}$$

$$= 60.225 - \frac{1.335^2}{30}$$

$$= 60.225 - 59.407,5$$

$$= 817,5$$

$$t = \frac{14,3 - 44,5}{\sqrt{\left[\frac{1.086,7 + 817,5}{30 + 30 - 2} \right] \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

$$= \frac{14,3 - 44,5}{\sqrt{\frac{1.904,2 \left[\frac{2}{30} \right]}{58}}}$$

$$= \frac{14,3 - 44,5}{\sqrt{\frac{3.808}{1.740}}}$$

$$= \frac{2.18850}{1,4793}$$

$$= 20,41$$

Based on the calculation of the statistical analysis, it is found that the value of t-test is 20,41.

Finding t-table :

Number of variables (k) = 2
 Number of respondents (n) = 58
 Taraf sig. =
 5% ... 0,025
 Degree of freedom (df) = (N1+N2)-2
 =
 (30+30)-2
 = 58

From the result of the distribution table, it was found that the t-table is 2,001. So, it can be concluded that $t(58) = 2,001$.

DISCUSSIONS

The discussion of this research is based on the research test, which was to know the effect of using suggestopedia method on reading comprehension in descriptive text at SMA N 8 Kota Jambi. At the beginning the researcher gave pre-test in experimental class and control class.

In the control class, there is not a new treatment in a teaching learning process. They were given a usual treatment. They were taught comprehend descriptive text using conventional method as they have get, that is answer questions multiple choice on the text was given. By using conventional method in the teaching learning process, teacher had used a monotonous method that could not increase students comprehend in descriptive text. Students not enjoy in learning descriptive text because they have been feeling bored with long paragraph and don't relax when in reading process. Such treatment is carried out for 3 meetings using conventional method.

In the experimental class, there is a treatment in teaching learning process. The researcher used suggestopedia method. At the beginning the teacher make the students to relaxed and fun with the cheerful environment. Next, in first meeting the teacher storytelling the descriptive text about "Kuta Beach" text by follow the rhythm, games, and using instrumental music or soft music in the learning process. The researcher asks students, do they know this story and the students are very excited because they enjoy with storytelling. After that the researcher asks to the students the language features from the story and the students answer the question from teacher with confident. Such treatment is carried out for 3 meetings with different story.

In the last activity, the researcher gave post-test in the control class and experimental class. The students had to answer questions multiple choice on the text was given by researcher. After the researcher got pre-test and post-test result, the researcher found the significant difference of their score in the experimental class and control class. It was influenced by the treatment, so the ability of the students improved. It can be seen from the result of their test.

Based on the post-test result, it was known that the reading comprehension showed the differences in both experimental and controlled class. The mean of pre-test score in experimental class is 46. The mean of pre-test score in controlled class is 38,6. Then, comparing with the mean of post test in experimental class is 90,83 and in controlled class is 53,3. In this research, source of data that was became as experimental class was class X MIPA 2 with 30 students, and control class was X MIPA 4 with 30 students. There were 30 students in experimental class and also 30 students in controlled class. From those results, it can be interpreted that post-test score of experimental and controlled class increased better than the pre-test. Although the mean of post-test score from both class increased, the experimental class has more improvement than controlled class. Thus, it can be concluded that suggestopedia method are in effective way to be used in improving students reading comprehension in descriptive text at the tenth grade students at SMA N 8 Kota Jambi.

CONCLUSIONS AND SUGGESTIONS

According to the result of the analysis of the research, it showed that in significance degree of freedom of 5%, the value of t-test (t_o) > t-table (t) ($20,41 > 2,001$). It means that value of " t_o " is bigger than the value of " t ". Therefore, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected, or it can be said that

there is a significant influence of using suggestopedia method on reading comprehension in descriptive text.

Moreover, it can be concluded that suggestopedia method on reading comprehension in descriptive text is effective. It can be seen on the table of students reading values that the students who learn reading comprehension taught suggestopedia method showed that the mean score of the experimental group in post-test is 90,8 while in control was 53,3. They have a significant different. It means that there is significant influence of using suggestopedia method.

Based on the result of the research conducted at SMA N 8 Kota Jambi, the suggestion raised in this research are:

1. To the English teacher

Suggestopedia is suitable to apply in the classroom especially for English teacher as on reading comprehension activity to make a different atmosphere in the teaching and learning process. So that the teacher Teacher should encourage, motivate students to attract in reading comprehension, create the different atmosphere, give a pay attention in learning process, and make them relax and fun before learning process began. Thus, teacher should give students to build their imagination.

2. To students

The students need to learn more to comprehend reading texts, especially descriptivetexts. Students have to be open-minded and motivated to learn reading, so they will learn easier because suggestopedia will stimulate their concentration by imagination before reading which will make them easier to comprehend a text.

3. For the Reader

The result of this study can be used as a reference or basic information to do the further research and can be apply this method in the class.

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