

**THE USE OF SUGGESTOPEDIA METHOD IN TEACHING
READING COMPREHENSION AT SENIOR HIGH SCHOOL
IN BANDA ACEH**

THESIS

Submitted by

FIRYAL NABILAH

NIM. 180203105

**The Student Of English Education Department
Faculty Of Tarbiyah and Teacher Training**



**FACULTY OF TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM-BANDA ACEH**

2022 M/ 1443 H

THESIS

Submitted to *Faculty of Tarbiyah and Teacher Training Ar-Raniry University Banda Aceh* in Partial fulfillment of the Requirements for The Bachelor Degree of Education in English Language Training

by:

FIRYAL NABILAH
NIM. 180203105

Student of *Faculty Tarbiyah and Teacher Training* Department of English Language Education

Approved by:

Main Supervisor,



Nidawati, M.Ag

Date: 107 / 07 / 2022

Co-Supervisor,



Yuni Setia Ningsih, M.Ag

Date: 130 / 06 / 2022


It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education on English Language Teaching

On: 26 Juli 2022
Tuesday, 26 Dzulhijjah 1443 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,


Nidawati, S.Ag., M.Ag.

Secretary,


Sarini Vita Dewi, S.T., M.Eng.

Member,


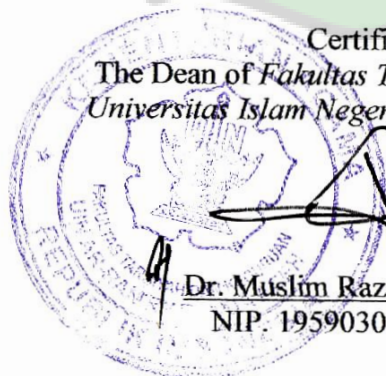


Yuni Setia Ningsih, S.Ag., M.Pd.

Member,


Fithriyah, S. Ag., M. Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001 

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Firyal Nabilah
Nim : 180203105
Tempat/Tanggal Lahir : Sigli, 28 Maret 2000
Alamat : Tanjung Selamat, Darussalam, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Use Of Suggestopedia Method in Teaching Reading Comprehension at
Senior High School in Banda Aceh**

adalah benar benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat ini saya buat dengan sesungguhnya.

Banda Aceh, Juli 2022

Saya yang membuat surat pernyataan,



Firyal
FIRYAL NABILAH
NIM. 180203105

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, praises and thanks to Allah SWT, for His showers of blessing throughout my research work to complete the research successfully. Peace be upon to our Prophet Muhammad SAW, together with his family and companions who struggle to bring us to the right path.

I would like to express my deep and sincere gratitude to my research supervisors Nidawati, M.Ag and Yuni Setia Ningsih, M.Ag for giving me the opportunity to do research and providing invaluable guidance throughout this research. Their dynamism, vision, sincerity and motivation have deeply inspired me in finishing this research. They have taught me the methodology to carry out the research and to present the research works as clearly as possible. It was a great privilege and honor to work and study under their guidance

This journey would be impossible without the support of my family. Especially gratitude, I would like to address to my beloved father, Muhammad Jakfar, and my beloved mother, Nurjannah and also my grandmother Barinsyah for always praying for me day and night. My parents are indeed my forefront supporters who prayed, encouraged and motivated me a lot not only in writing thesis but also in all good things I have to achieved in my life. My appreciation is also extended to my siblings, Zikra, Azkia, Aqil and Naurah who always support me to finish my study as soon as I can.

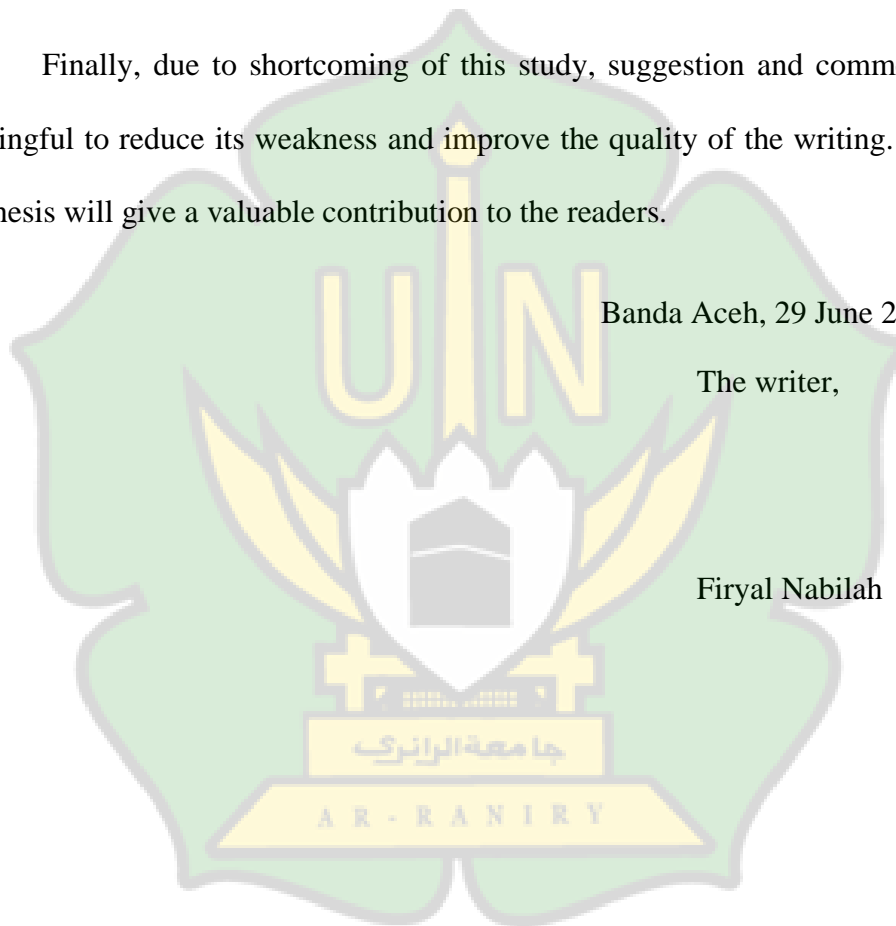
As form of my appreciation, I would like to thank myself for doing my best. And I am so grateful for all my best friends who always remember me to not give up and always support me in completing my study. They also helped me a lot in acknowledging more knowledge for the continuity of this thesis. One last thank for all your motivation and kindness.

Finally, due to shortcoming of this study, suggestion and comment are meaningful to reduce its weakness and improve the quality of the writing. I hope this thesis will give a valuable contribution to the readers.

Banda Aceh, 29 June 2022

The writer,

Firyal Nabilah



ABSTRACT

Name : Firyal Nabilah
NIM : 180203105
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : The Use Of Suggestopedia Method in Teaching
Reading Comprehension at Senior High School in
Banda Aceh
Main supervisor : Nidawati, M.Ag
Co- Supervisor : Yuni Setia Ningsih, M.Ag
Keywords : suggestopedia; teaching reading comprehension

In learning reading, there are various obstacles that students have. Common obstacles students faced is lack of vocabulary, less fluency in reading, less familiarity with the material, and even the difficulty in processing and remembering the information. Students also feel bored when reading class because they do not have any method of reading. They also cannot focus on what they read during the reading activity and still have difficulty getting the ideas of the text. This research aims to know if there is an improvement in students' reading understanding of recount text in first grade of MAS Aliyah Darul U'lum using the suggestopedia method. This research uses quantitative research. The sample of this research is X IPS students' of MAS Aliyah Darul U'lum Banda Aceh with a total of 32 students'. in determining the sample, the researcher used purposive sampling technique. The main activities was divided into pre-test, treatment, and post-test. According to the SPSS 26 program calculation, the mean result of the pre-test was 33,13. In contrast, the result mean of the post-test is 68,75. The result of N gain is 56,25% in the effective enough category. In short, the results of the t-test where the $P\text{-value} < 0.05$ is $0.00 < 0.05$. Based on the decision criteria, the hypothesis null (H_0) is rejected, and the alternative hypothesis (H_a) is accepted with 31 degrees of freedom. So, it can be concluded that there is an improvement in students' understanding of reading comprehension by using the suggestopedia method.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	
ACKNOWLEDGMENT.....	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF APPENDICES.....	xi
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research Question	6
C. Research Aim.....	6
D. Hypothesis	6
E. Significant of Study.....	7
F. Terminologies.....	7
CHAPTER II LITERATURE REVIEW	
A. Suggestopedia Method.....	9
B. Teaching Reading Comprehension	15
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	22
B. Research Location.....	22
C. Population and Sample	23
D. Instrument for Data Collection	24
E. Data Collection.....	25
F. Data Analysis.....	26
CHAPTER IV FINDING AND DISCUSSION	
A. Finding of the Research	28
B. Discussion	29
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	40
B. Suggestion	40

REFERENCES.....	42
AUTOBIOGRAPHY.....	46

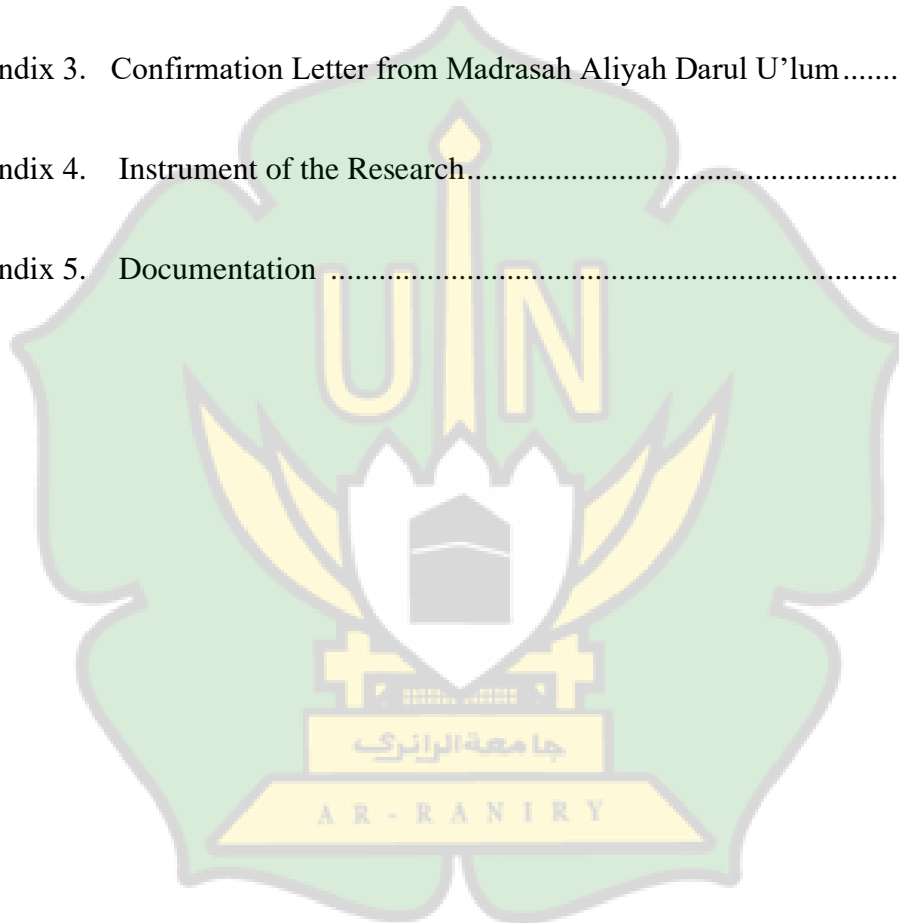


LIST OF TABLES

Table 3.1	the first grade students of MAS Darul U'lum.....	23
Table 3.2	research sample	24
Table 3.3	N-Gain criteria	27
Table 3.4	N-Gain effectiveness interpretation	27
Table 4.1	the result of pre-test and post-test	29
Table 4.2	the result of descriptive analysis pre test and post test	31
Table 4.3	pre-test, post-test, and N-Gain score	32
Table 4.4	experimental class N-Gain criteria result.....	33
Table 4.3	the result of N-Gain effectiveness interpretation	34
Table 4.5	the result of Kolmogorov-Smirnov Normality test.....	34
Table 4.6	the result of homogeneity test.....	35
Table 4.7	the test result of T-Paired sample.....	35
Table 4.8	the test result of Independent hypothesis sample T-Test.....	36

LIST OF APPENDICES

Appendix 1. Appointment Letter from Supervisor	46
Appendix 2. Recommendation Letter from FTK UIN Ar-Raniry to Conduct the Research	47
Appendix 3. Confirmation Letter from Madrasah Aliyah Darul U'lum	48
Appendix 4. Instrument of the Research.....	49
Appendix 5. Documentation	66



CHAPTER I

INTRODUCTION

Chapter one presents the introduction of study. This chapter consists of five part, namely background of study, research question, aims of the study, significant of study, and terminologies.

A. Background of Study

Reading is one of the most complex basic communication skills. Readers are expected to understand what is being discussed and obtain grammatical structures, language vocabulary, and also the meaning. Reading is also one of the essential parts of learning English, especially for senior high school students. They must have good reading skills. By mastering this ability, students can quickly grasp the meaning and information of the texts they read.

The purpose of reading is not just to get new insights or ideas. Melyana (2019) explained that there are two main goals in reading. The first is to get information. By reading, the reader receives information that he does not know before. The second goal is to have fun. Readers read as a form of entertainment, for example, reading stories. However, the final purpose of reading is comprehension. Reading comprehension compiles meaning from reading material by combining previous knowledge and experience, where the information contained in the text and the reader's views are interrelated (Duke, 2003). While reading comprehension, according to (Anderson & Cheng 2016), is a complicated

mental process that requires cognitive involvement, namely from top to bottom or vice versa from bottom to top.

From this description, it can be concluded that reading comprehension is a complex mental process that is related to the construction of meaning which includes cognitive aspects in the form of previous knowledge and experiences of readers with current knowledge obtained from reading materials. In short, reading comprehension is not only for recognizing words but also for understanding texts or reading material (Tierney, 2005).

In the 2013 senior high school curriculum, the aim of English subjects in senior high school is to develop student's communicative competence in context of life, home, school and environment. Students are required to be more active in understanding the texts that related to religion, environment, social, culture, and political systems through texts. This can be proof that in the 2013 curriculum, students must be innovative in learning at school. In the curriculum 2013 students will learn narrative text, as well as, descriptive text, recount text, report text, and prosedural text.

However, this research focused on students' reading comprehension of recount text. In recount text, students are expected to retell their experiences and capture the meaning contained in that text. There are four types of recount text: personal recount text, imaginative recount text, factual recount text, and historical recount text.

In learning reading there are various obstacles that students have. Common obstacles students have a lack of vocabulary, less fluency in reading, less familiarity with the material, and even difficulty processing and remembering the information. Students also feel bored when reading class because they don't have any method. In addition, it's complicated for students' to stay focus on what they read and its end up with the difficulty in grabbing the ideas of the text.

To overcome the problems faced by students, a method is needed to overcome them. So in this study, the researcher uses the suggestopedia method, which is expected to be able to overcome with various students' problems in reading comprehension. Tobroni and Mustofa (2011) stated that "learning is most effective when it's fun." learning atmosphere in a pleasant state does not mean a noisy atmosphere. But the joy in question is the rise of interest and the involvement of students in learning. The atmosphere in learning depends on how the teacher conveys the material. The encouraging learning atmosphere can be obtained by selecting methods following the learning objectives. The method is a set of steps that are systematically arranged to achieve the learning objectives based on the demands of the curriculum (Deddy, 2016). One language learning method that emphasizes a relaxed and encouraging learning atmosphere is the suggestopedia method.

Developed by Bulgarian psychotherapist Georgi Lazanov, suggestopedia is one of the appropriate methods for teaching reading comprehension because suggestopedia method emphasizes a relaxing and encouraging learning atmosphere. The Suggestopedia method can promote a learning atmosphere and

calm students during the learning process. If the learning atmosphere runs happily, students will be enthusiastic about participating in learning, and the class conditions run conductively, so the students can achieve the learning objectives.

Several related studies have been conducted in line with the issues raised in this research. Ariesita (2016) entitled “Improving Studentts’ Reading Comprehension By Using Suggestopedia Method.” This research aims to find out whether the use of the Suggestopedia Method can improve students’ reading comprehension and students’ participation. This research use classroom action research. The subject is VIIIIE class which consists of 30 students. In collecting the data, the researcher use interviews, observation, and tests, while the instrument used is test. In analyzing the data, the researcher used students’ score-percentage. The result showed that Suggestopedia Method could improve reading comprehension at SMPN 2 Bangorejo in the 2015 – 2016 academic year.

The following study was conducted by Paulana et al. (2015) entitled “The Influence Of Suggestopedia Method On Vocabulary Mastery Students’ Class III Elementary School.” This study focused on the students’ English vocabulary mastery at class 3 of Sindangkasih 3 Elementary School on theme foods using suggestopedia. The method used in this research is experimental research with a quantitative approach. The researcher used a pre-experimental with one group pre-test post-test design. The study finding illustrates an increasing mastery of English vocabulary in the third grade of Sindangkasih 3 Elementary School compared to before and after using suggestopedia on learning English. The result shows a rising skill in English vocabulary in Elementary

School in the third grade of Sindangkasih 3 on the theme of foods after using suggestopedia by 41%.

Based on the two researches that researcher have mentioned above, it shows that the suggestopedia method can help students improve their language skills. One of the focuses of this study is to make sure that students can understand recount text. Suggestopedia approach makes students more focused and relaxed in reading class. Because, one of problem sutudents' face is lost of focus and also their face difficulties in gain the information that contain in a text. Moreover, in senior high school, they must comprehend reading text better.

This study took place in Madrasah Aiyah Darul U'lum which is located in the middle of the city with very heavy and noisy traffic. The school is right next to the Min 6 Model Banda Aceh which also tends to be noisy. These two things also affect students' focus in reading comprehension. The reading comprehension activity should be enjoy and relax but the classroom enviroment does not support that activity well. Hence, the student is not motivated to read English text. Because of that, this research was designed to know "The Use Of Suggestopedia Method In Teaching Reading Comprehension In Senior High School In Banda Aceh."

B. Research Question

Based on the background of the study above, the research question of this study is “Does The Use Of Suggestopedia Method Improve Teaching Reading Comprehension In Senior High School In Banda Aceh?”

C. Research Aim

In accordance to the problem question above, the aim of this study is “To Find Out The Use Of Suggestopedia Method In Improving Teaching Reading Comprehension In Senior High School In Banda Aceh”

D. Hypothesis

According to Swarjana (2012) the hypothesis that would like to draw by the researcher related to the problems of the study above, that are:

- a. H_0 : the use of suggestopedia method does not improve students' reading comprehension
- b. H_a : the use of suggestopedia method improve students' reading comprehension.

E. Significance of the study

1. For teacher, this method can be one of the new method in teaching students in comprehend reading text. Suggestopedia method is also expected to give new strategic to deliver the material to the students'.

2. For students, this method really helpful and increase students' enthusiasm in comprehending reading text
3. For researcher, hope that this method can be the additional information to whome interested in dealing with reading comprehension
4. For readers, suggestopedia method, can be used as method to increase reading skill.

F. Terminologies

To avoid misunderstanding and misinterpretation, there are some terms that should be explained as the following:

1. Suggestopedia Method

Suggestopedia is a learning method that focuses on suggestions. Lozanov describes that science is related to the influence of the human subconscious. Iskandarwassid and Sunendar (2011) suggest that the suggestopedia method will help students concentrate. Without realizing it, the learner will store various kinds of linguistic rules and several vocabularies that have been taught. Based on experts' opinions, it can be concluded that the suggestopedia method aims to make students relaxed and relieve tension in learning. the suggestion provided will give by the teacher to encourage students to concentrate trough classical music

2. Teaching Reading Comprehension

Khairul (2011, as cited in Juandra: 2021) teaching is giving lessons to someone (students) by training and giving instructions to gain some experience.

Teaching means providing the best studies to someone so that they gain an experience according to the abilities of each individual; therefore, education must also pay attention to the different levels of knowledge possessed by each individual because they have potential abilities such as other talents and intelligence.

In addition, reading comprehension is a part of reading skills. Klingner et al., (2007) state that reading comprehension is the process of constructing meaning by coordinating several complex operations that include word reading, word knowledge, and fluency. It needs readers' strategy in using their reading skills to get the writer's messages.

It can be conclude that teaching reading comprehension is the process by which the teacher of helping, facilitates, and guides students to understand the text and provides opportunities for students to practice it. Because, reading comprehension as an interactive process between language and thought . This research is about teaching reading comprehension to X IPS 2 Students in Madrasah Aliyah Darul U'lum Banda Aceh in the academic year 2021/2022.

CHAPTER II

LITERATURE REVIEW

Chapter II is present a literature reviewe related to the research that consists explanation from suggestopedia method and teaching reading comprehension. This chapter give some supporting theories related to the study such as definition of suggestopedia method and teaching reading comprehension.

A. Suggestopedia Method

a. Definition of Suggestopedia

Suggestopedia is a method that Georgi Lozanov, a Bulgarian psychotherapist, developed. Suggestopedia is a learning method that focuses on suggestion. Lozanov believes that one of the things that influence human subconscious is science. According to Fachrurrazi and Mahyuddin (2010), suggestion is the most basic foundation in the Suggestopedia method, which states that humans can be directed to do something by suggestion. In addition, the objectives of the suggestopedia method are to make the learners feel relaxed and relieve tension in the teaching-learning process. Learners are invited to concentrate on suggestions given by the teacher.

The Suggestopedia method assumes that relaxation and concentration techniques will help students remember faster and last longer. This method is intended to divert students from feeling afraid of learning English by suggesting that learning English is not difficult and then directing students to optimize the

material. Not only encouraging students with positive words, but the suggestopedia method also focuses on using music as a background in the teaching and learning process.

The use of classical music can create a relaxed learning atmosphere. The suggestion method can create a learning atmosphere that encourages and calms students during the learning process. If the learning atmosphere runs happily, students will be enthusiastic about participating in learning. With the enthusiasm of students, class conditions become more conducive so that students can achieve the expected learning objectives (Lazanov: 2005). Students are required to be able to relax and be comfortable while in class. Thus, the learning process in the classroom can run well, and communication between teachers and students is well established. Students avoid fear and tension in the learning process.

Based on the definition above, it can be concluded that suggestopedia is a method that uses music as a background that can support the teaching-learning process. Music can help students focus and relax more in learning. Not only that, but suggestopedia also provides positive energy and motivation for students before the teaching and learning process is also one of the focuses of this method. Positive energy can reduce students' worries before studying by instilling that learning English is not difficult, and motivation can be in the form of stories of people who can travel the world for free just because they are fluent in English.

b. Characteristics of Suggestopedia

Each method must have a variety of different characteristics. A character should be properties or various information in an element. Characteristics can be a differentiator between a method and another method. According to Richard (1999, as cited in Asrani: 2015), there are some characteristics of suggestopedia, there are:

1. Decoration

The teacher must be creative in designing and decorating the class. The decorating should be a wall-picture, charts, poster that related to the material. It makes students more attracting during the teaching and learning process and rais the impression of joy and students uplifting. In this study, the researcher use poster about vocabularies, and a wall-picture that have motivational word. The researcher also decorating the clas using ornamental flower and picture of country that use english as first language such as America and England.

2. Furniture

Using the appropriate furniture help student's comfortable. This kind of furniture should table, a comfort chair to sit and also a clear whiteboard.

3. Arrangement of the classroom

The teacher or students may arranging their chair or table of the classroom as comfort as they can, it also can avoid students feel bored during the teaching and learning process.

4. The use of music

The students are invited to relax by listen to the music. Music affects feelings and feelings influence the learning. In suggestopedia method, music is useful to student's therapy . In addition, the use of classical music contributes to the creation of positive emotional responses and brings students to an optimal mental state for easy acquisition of material. In this study, the researcher use medieval instrumental music.

c. Steps in Suggestopedia Method

Each method has different stages. The stage helps the method to run in a more structured manner. With the stages in teaching suggestopedia, teachers can more easily carry out teaching and learning programs. According to Wahyuni (2018), Lazanov also stated the four steps in the learning suggestopedia method.

1. Presentation

At this step, students must be relaxed, and the teacher must provide a positive suggestion that learning is easy and fun. Many students have a negative feeling about learning, moreover learning about foreign language. If the teacher does not replace the negative, it will affect the learning process. In this study, the researcher emphasize that learn english is not difficult and also the researcher explain about the benefit of masteri english language and so on.

2. Active concerns

Active concerns are used while introducing the new material. The material should be read while the music as a background is played. This kind of music should be classical or romantic in era baroque or classic eras. In this research, the researcher uses medieval music from the middle ages.

3. Passive repetition

Teachers allow students to understand what they are learning in the active concern. In addition the students will read and understand the text together, the discussion also being one of the way they learn together. And the music also can be heard in this step.

4. Exercise

There are various kind of exercise that a teacher should give. The exercise should be a game or another question to know how far their understanding about the material that have been taught.

d. Advantage and Disadvantage of Suggestopedia Method

As with other learning methods, applying the suggestopedia method in reading comprehension has its advantages and disadvantages. The advantages of using suggestopedia method in teaching reading comprehension of recount text include:

1. Student more interest in study because the teacher can elaborate the material and music instrument. Using music as background of teaching learning process enhance students' interest in learning the material.
2. provide a sense of focus and relaxation and a new atmosphere for students in reading comprehension. Most of reading class always bored and student always fell sleepy, suggestopedia method provide relaxation and increase students focus
3. Students feel happy to join the class because the setting of the class more comfort, colorful and different with the usual class. Students and teacher can set the chair's comfortable as they want.
4. Students memory about the material will last longer than the usual study. As explained before, suggestopedia make students more focused in learning the material so the students can remember the material last longer because they have a good understanding through the focus in learning.

In contrast, here some the disadvantages of using suggestopedia method include:

1. According to Steinberg (1986, as cited in Cahyono: 2011) that suggestopedia is only suitable for small class. Usually a small class only filled with 10-15 students.
2. Teacher should spend extra time to prepare suggestopedia class, one of characteristics of suggestopedia method is decoration. Teacher should

prepare for the decoration such as motivational word, a poster about vocabularies or the material that related to the studies and so on.

3. Not all school have appropriate infrastructure to support the implementation of suggestopedia method. Most of school in rural area dont have an appropriate infrastructure to support the implementation of suggestopedia. On the other hand, most of school in the middle of city have an appropriate infrastructure to support the implementation of suggestopedia method.
4. The use of music in a class that is not soundproof can interfere other classes. That's why suggestopedia is better done in a soundproof room, to avoid the interfere of the other class.

B. Teaching Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a a series of processes carried out by readers to find and understand the information information that contained in a reading text. Many experts define reading comprehension in various ways. Linse (2005) stated that reading comprehension point in reading for meaning, reading for understanding, and reading for entertainment. Moreover, reading comprehension is a crucial ability to understand the text. In line with that, another definition explains that reading comprehension is a series of processes carried out by readers to find a piece of new information and then understand it well (Abidin, 2010).

Reading comprehension is used by students to help them improve their reading skills and answer questions related to the text. It is also used as a test of reading skills. In the Longman Dictionary, observing a written text to understand its content is called comprehension. Reading comprehension is an activity of extracting meaning from written material with complete understanding.

In reading comprehension, the reader carried out a series of processes to find the meaning, understand the information contained in a reading text. The initial knowledge possessed by the reader is one of the determinants of success in reading comprehension. (Linse, 2005) stated that there are three things that students need in reading comprehension, including the child's background knowledge, the child's linguistic knowledge, and the strategies or techniques the child uses.

A child's background knowledge helps students practice thinking skills and independent learning (Susilo, 2016). Background knowledge influences in forming new knowledge and skills. Background knowledge helps students understand and master the teaching provided by the teacher. Reading comprehension will be constructive for students to understand the text if they have background knowledge of the idea about the topic.

Furthermore, to have excellent English skills, students must have good English skills, such as mastery of vocabulary and grammar. Vocabulary is one of the language knowledge that students must have and the ability to understand

grammar. By mastering both of them, students will be elementary to understand the reading because they know the meaning of the text.

And the last is the technical strategy in reading. Strategy is an attempt to gain success in achieving goals. Reading technique aims to absorb and understand reading information well. One of the method that is often used in schools is reading load. The Reading Aloud strategy is also known as reading aloud. This strategy can be used to introduce lessons and to improve vocabulary. Silberman (2004) explained the strategy of reading aloud, which is reading a text aloud, can help students focus their attention mentally, raise questions from students, and stimulate discussion. By using a particular technique will help students in reading comprehension well.

b. Strategy in Reading Comprehension

In reading comprehension students face various difficulties such as can't focus on reading and can't find the main ideas. For this reason, students must get used to using strategies in reading comprehension. The first strategy is skimming. According to Harrmer (2001), skimming looks at the text thoroughly to get an overview. In addition, brown (2004) stated that skimming is a way of quickly reading to determine the main idea. The next are some techniques that can be use as follows: (1) Read the title first because usually the title is the shortest summary of reading. (2) Read the entire opening paragraph. The purpose of the opening paragraph is to introduce the reader to the topic of the reading. The main topic of the reading is usually located at the end of the opening paragraph. (3) If there are

sub-headings, read one by one and try to draw the relationship between the sub-headings (4) Usually, each paragraph has the main idea at the beginning of the paragraph. For that, you only need to read the first sentence or two of the paragraph.

The following strategy is scanning. The scanning strategy quickly finds specific information in a text while ignoring its broader meaning (Brown, 2001). The scanning strategy is about quickly find details, facts, or specific information that contain in a text. Scanning can be done by (1) Searching for the required keywords. (2) Be flexible; if the keyword is in the form of a noun, don't just look for it in the form of a noun, it could be that the word appears in the form of an adjective. (3) Analyze reading first or skimming first. (4) Only focus on keywords—no need to digest the meaning. (5) If you have found the keywords you are looking for, read the entire sentence.

The third strategy is skipping. Skipping is a reading activity by ignoring parts that are not needed or parts that have been understood. If the text is no longer needed, forget it or ignore it and move on to the following article. The skipping technique can be applied to all types of existing reading, be it books, newspapers, short stories, etc. The last strategy is Selecting. Selecting is a reading technique by choosing the part or text you want to read based on its needs only. This technique is also known as the read-select technique. This type of speed reading depends on the conditions. And it is done before the reading activity begins, for example, while still reading the news headlines in the newspaper.

Usually, this selecting technique is used by writers who want to develop their writing again to make it more interesting.

Another strategy used in this research is schemata. The term schemata originates from schema theory, which describes the process by which learners compare their background knowledge with new information. One of the schematic theories that influence learning theory is the theory proposed by Piaget (in Nurbaya et al.). Piaget defines schemata as an individual intellectual cognitive structure in the form of representations of associated perceptions, ideas, and actions, which are the rationale used to adapt to the environment and organize it into a capital for understanding new knowledge, including understanding new knowledge presented by the author in the text read.

There are several ways that can be done to use schemata in learning. The use of schemata to improve understanding of the text can be done by making analogies, making comparisons and using examples, and utilizing visual images that are closely related to reading that can be done in pre-reading, reading, and post-reading activities. The use of schemata during pre-reading is done for the formation of initial knowledge, activating prior knowledge, and focusing students' attention when reading.

c. Type of text in Reading Comprehension

There are various types of text used in reading comprehension. Such as, narrative text, recount text, procedure text and report. In this research, the researcher will focus on recount text.

Recount text is a text that is telling the reader about a story, action, or activity in the past. There three types of generic structure of recount text the first is orientation. Orientation gives the readers the background information that needed to understand, such as who was involved, where it happened, and when it happened. The next is events. A series of events ordered in a chronological sequence. The last is re-orientation, it is a personal comment about the event or what happened in the end.

Just like other kinds of text, recount text also has language features in the form of: using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Using temporal sequence, for example, on saturday on Monday and on Sunday. The next is focus on specific participant, for example the writer. Than using the conjunctions, such as: then, before, after, etc. And the last using action verb, such as went, stayed.

d. Type of Recount Text

There are some ypes of recount text as follow:

1. Personal recount text

This type of text is a text that is used to retell about personal experiences that have been passed by the recount text writer. Characteristic of personal recount text such as use verb past, use adverb of time to explain the time occur and use adverb of place to explain the setting of story and the last use conjunction and time connectives to sort events or occurrences.

2. Factual recount text

The following types of text are texts that contain reports of events that actually happened. For example, traffic accident reports, science reports, police reports, and real events in history.

3. Imaginative

This type of text serves to present imaginative stories based on events, as well as events that have occurred or experienced of somebody. Imaginative recount also retell of an imaginary event through the eyes of a fiction character, such as, the day in the life of Shrek.

4. Historical recount

This text is a type of recount text that contains and discusses the history that happened in the past. Historical recount text can be in the form of historical places, historical objects, or historical events that accompany them. Such as the youth oath event, the history of the establishment of the Monas monument, and much more. In this research the researcher choose historical recount text which is in accordance with the first grade students syllabus.

This research focused on components of reading comprehension as stated by King and Stanley (1998, as cited in Merdiani et al.,: 2021), that reading has five elements in a text:

1. Finding factual Information. Factual information requires readers to mark certain detailed information. Readers should be aware of accurate data and be able to find detailed information such as people, places, events, and times.
2. Finding the main idea. The main idea of a paragraph is what the author wants you to know about the topic. The Main Idea makes a specific statement or emphasizes a particular aspect of the topic. These are usually expressed as complete thoughts and indicate the author's rationale or purpose for writing and the message they want to share with readers.
3. Finding the meaning of vocabulary. The reader must be able to guess the meaning of foreign words in the paragraphs or sentences he reads.
4. Identify references. Recognizing reference words and identifying the words they refer to will help the reader understand the passage. References are words that are usually short and very often pronouns, such as it, she, he, they, this, etc.
5. Making inferences/conclusions. A conclusion is a logical relationship that the reader draws between what he observes or knows and what he does not know. A conclusion is a reasonable guess made based on the available information.

CHAPTER III

RESEARCH METHOD

Chapter III present a research method that consists of five parts, namely research design, research location, research subject, which consists of population and sample, the next part is data collection, and the last is data analysis. In short, each part gives some explanation about the definition.

A. Research Design

This research uses quantitative research; Cresswell (2012) explained that quantitative research refers to how the issues studied are interpreted using numerical data to calculate statistics. Besides, this study applied experimental research. Experimental research is a kind of research in which the researcher provides particular treatment by using the suggestopedia method to teach reading comprehension. The researcher used pre-experimental research because there is no control class in this study. Pre-experimental design is a kind of research in which a subject or group is observed after treatment has been applied to test whether treatment can cause changes. Next, the pre-test and post-test score data were calculated using SPSS.

B. Research Location

This study took place at Madrasah Aliyah Darul Ulum. Madrasah Aliyah Darul Ulum is one of islamic boarding school that located in Jl. Syiah Kuala No.5 Disctriect Kuta Alam, Kota Banda Aceh. The headmaster of this school is Mariani,

S.Ag, MA and there are 40 teachers in this school. In Darul U'lum senior high school there are 3 class levels. First and second grade consists of 4 classes for each grade, in contrast the third grade consists of 3 classes. With total number of all students is 376. Furthermore, the school also provide good infrastructure in the form of principal's room, administration room, teacher room, library, science laboratory, language laboratory, computer laboratory, hall, and canteen. The complete facilities are available as long as good condition of the infrastructure. Moreover, this school was established for a long time and has a lot of alumnus who continue their study abroad. Therefore, it make the researcher interested to researching in MAS Darul U'lum.

C. Population and Sample

1. Population

The population is a source of information and data in the study. Population also a whole object under study, either in people, objects, events, values, and things that happen. Population is all of subject of this research is the 1 st grade students at Madrasah Aliyah Darul Ulum Banda Aceh, which consist of four classes, IPA 1 with total of 37 students, IPA 2 with total of 35 students, IPS 1 with total of 31 students and IPS 2 with total of 32 students. The total number of first grade is 135 students.

Table 3.1
The first grade students of MAS Darul U'lum Banda Aceh

No	Class	Department	Number of class	Number of students
1		IPA	2	72
2	X	IPS	2	63
	Total		6	135

2. Sample

The sample is part of the source of data information which is the main subject of research. Sample also part of the population to be investigated. In taking the sample, the researcher used the purposive sampling method. As explained by Sugiono (2008), Purposive sampling is a sampling technique by determining specific criteria.

There are four classes of tenth grade students in Madrasah Aliyah Darul Ulum and the researcher choose one class, that is X IPS 2 class. There are 32 students in the classroom, with the details all of them are female. The researcher was chosen this class because this class has the lowest reading ability. Here, the following sample of the research sample of first grade of MAS Darul U'lum Banda Aceh, which can be seen in table 3.2

Table 3.2
Research Sample

No	Unit	Class	Number of students
1.	X IPS 2	Experimental	32

D. Instrument for Data Collection

The instrument is a tool to obtain information from the research conducted. According to Suharsimi (2010), research instrument is a tool that chosen and used by researcher by carrying out their activities to collect the data, so the activities become systematic and manageable. This research used test as intrument.

Test is a set of question that is used to measure the skill, knowledge, intelligence, and talent of individual or group. In this research the students understanding in reading comprehension was measured by using test namely pre-test and post-test.

a. Pre-test

The pre-test was used to find out students understanding in reading comprehension before the treatment.

b. Post-test

The post-test was used to find out students understanding in reading comprehension after the treatment.

E. Data Collection

According to Creswell (2012), experimental research is a way to find a causal relationship in determining cause and effect. In this research the researcher chose pre experimental research and the researcher used one class. Experimental class was a class that was given a treatment by using suggestopedia method. Here the following stages of implementing an experimental class:

a. First meeting

The teacher entered the class, greeted the students and checked the students' attendance list. Then, the teacher explained about the reason for coming to the class. The next is, the pre-test was given.

b. Second meeting up to fourth meeting

The next meeting was about the treatment by implementing suggestopedia method.

c. Fifth meeting

After all the treatment, the researcher gave post-test.

F. Data Analysis

The research data analysis technique used the *Software Statistical Product And Service Solution (SPSS) 26 For Windows*. The process of data analysis techniques is as follows:

- a. The researcher made a table of pre-test and post-test scores for both classes
- b. The researcher conducted a descriptive analysis of the pre-test and post-test scores for the class using the SPSS version 26 program. The researcher aimed to achieve a descriptive study, namely to describe the research data, which included the amount of data, maximum value, minimum score, average value, and so on.
- c. The researcher compared the pre-test scores and post-test scores to find an increase (gain) in the class with the Hake Normalized Gain formula developed by Hake (1999), namely:

$$\text{N-Gain} = \frac{\text{Post test score} - \text{pre test score}}{\text{ideal score (100)} - \text{pre test score}}$$

- d. After getting the gain value, then it is interpreted using the classification as shown in the table

Table 3.3

N-Gain criteria (Lestari & Yudhanegara, 2015)

Gain score	Interpretation
$g > 0,7$	High
$0,3 < g \leq 0,7$	Medium
$g \leq 0,3$	Low

Table 3.4

N-Gain effectiveness interpretation (Hartati, 2016)

Percentage (%)	Interpretation
<40	Ineffective
40-45	Less Effective
56-75	Effective Enough
>76	Effective

- e. Researchers conducted a normality test using the SPSS version 26 program. This test was conducted to determine whether the data were normally distributed. If both data have a *P-value* > 0.05, the data is normally distributed and can proceed to the paired hypothesis test stage.
- f. The researcher conducted a homogeneity test of variance using the SPSS version 26 program. This test was conducted to determine whether the data variance was homogeneous or not. If both data have a *P-value* > 0.05, then the data is said to be homogeneous
- g. Researchers formulate hypotheses. The formulation of the hypothesis is as follows:

- a) $H_0 : \mu_1 \leq \mu_2$ (The use of suggestopedia method does not improve students reading comprehension)
- b) $H_a : \mu_1 > \mu_2$ (The use of suggestopedia method improve students reading comprhension)

Where:

μ_1 =the average post-test after using the suggestopedia method

μ_2 = the average value of the pre-test before using the suggestopedia method

- h. Researchers conducted hypothesis testing. Testing this hypothesis uses a *t*-test that compares the average pre-test and post-test scores. Hypothesis testing in this study was carried out with a one-sided test, namely the right-hand test with a significant level of $\alpha = 0.05$. The test was completed using the SPSS version 26 program. The basis for making the decision is if the *P-value* $\leq \alpha$, where $\alpha = 0.05$, the alternative hypothesis (H_a) is accepted, the null hypothesis (H_0) is rejected, and vice versa (Lestari and Yudhanegara, 2015).

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed about the finding of the research related to the use of suggestopedia method in teaching reading comprehension at Madrasah Aliyah Darul U'lum. The following is the explanation related to the finding and discussion of the research as well as the analysis of the test.

A. Finding of the Research

The results of research are data on the value of students' of rading comprehension on recount text obtained before and after the treatment using suggestopedia method. The data collection and analysis process was carried out following the procedures described in chapter 3. After the pre-test and post-test scores in the experimental class were obtained, the first step was to describe the results of the experimental class's pre-test, post-test, and N-Gain. Next, the researcher conducted a normality, homogeneity, and normality test on the N-Gain data.

a. The Analysis of The Test Result

The first step of caculating the data is tabulating the result of both pre-test and post-test of experimental group as described n the table below.

Table 4.1
The result of Pre-test and Post-test

No	Students' Initial	Pre Test Score	Post-Test Score
1.	AHF	30	70
2.	AU	40	80
3.	AM	20	60

4.	BS	40	70
5.	BA	20	40
6.	DV	20	50
7.	EZ	50	80
8.	FA	40	80
9.	FDK	60	90
10.	FR	40	60
11.	GZ	40	70
12.	IN	50	100
13.	KHR	40	90
14.	MS	30	70
15.	NP	40	80
16.	NZ	60	100
17.	NA	30	70
18.	PCF	50	90
19.	QA	30	70
20.	RS	40	70
21.	RA	20	60
22.	SPM	30	60
23.	SS	30	70
24.	SA	10	40
25.	SW	10	50
26.	SM	60	90
27.	SL	20	60
28.	SWN	40	80
29.	SY	10	40
30.	TSH	30	60
31.	ZF	10	50
32.	PS	20	50
Total		$\Sigma X = 1060$	$\Sigma X = 2200$

	The Highest Score
	The Lowest Score

Based on the table presented above, it can be seen that the highest score for the pre-test was 60 and the lowest score was 10. In contrast, the highest score of post-test was 100 and the lowest score was 50. Following is the further statistical analysis of each test result, pre-test and

1. Pre-test

In order to calculate the mean of pre-test, the following formula is used.

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1,060}{32}$$

$$X = 33,13$$

2. Post-test

In order to calculate the mean of post-test, the following formula is used.

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{2,200}{32}$$

$$X = 68,75$$

b. The result of descriptive analysis

The result of descriptive analysis that have been carried out using the SPSS version 26 program presented in the table below.

Table 4.2

The Result Of Descriptive Analysis Of Pre-Test And Post-Test Score

	N	Minimum	Maximum	Mean	Standard Deviation
<i>Pre-Test Eksperiment</i>	32	10	60	33,13	14,638
<i>Post-Test Eksperiment</i>	32	40	100	68,75	16,801

Based on the table 4.2, it can be seen that the post- test average score is higher than the pre-test average by $68,75 > 33,13$.

c. N-Gain score test

After getting the pre-test and post-test scores, the researcher carried out the students' N-gain scores as follows:

$$\text{N-Gain} = \frac{\text{post test score} - \text{pre test score}}{\text{ideal score}(100) - \text{pre test score}}$$

$$\text{N-Gain} = \frac{70 - 30}{100 - 30}$$

$$\text{N-Gain} = \frac{40}{70}$$

$$\text{N-Gain} = 0,57$$

$$\text{N-Gain in percent} = 57\%$$

The data obtained the result of 32 students' N-Gain score are presented in the table below.

Table 4.3
Pre-test, post-test, and N gain score of Experimental Class

No	Students' Initial	Pre Test Score	Post Test Score	Post Test-Pre Test	Ideal Score-Pre Test	N gain	N gain in Percent
1.	AHF	30	70	40	70	0,57	57
2.	AU	40	80	40	60	0,67	67
3.	AM	20	60	40	80	0,50	50
4.	BS	40	70	30	60	0,50	50
5.	BA	20	40	20	80	0,25	25
6.	DV	20	50	30	80	0,38	38
7.	EZ	50	80	30	50	0,60	60
8.	FA	40	80	40	60	0,67	67
9.	FDK	60	90	30	40	0,75	75
10.	FR	40	60	20	60	0,33	33
11.	GZ	40	70	30	60	0,50	50

12.	IN	50	100	50	50	1,00	100
13.	KHR	40	90	50	60	0,83	83
14.	MS	30	70	40	70	0,57	57
15.	NP	40	80	40	60	0,67	67
16.	NZ	60	100	40	40	1,00	100
17.	NA	30	70	40	70	0,57	57
18.	PCF	50	90	40	50	0,80	80
19.	QA	30	70	40	70	0,57	57
20.	RS	40	70	30	60	0,50	50
21.	RA	20	60	40	80	0,50	50
22.	SPM	30	60	30	70	0,43	43
23.	SS	30	70	40	70	0,57	57
24.	SA	10	40	30	90	0,33	33
25.	SW	10	50	40	90	0,44	44
26.	SM	60	90	30	40	0,75	75
27.	SL	20	60	40	80	0,50	50
28.	SWN	40	80	40	60	0,67	67
29.	SY	10	40	30	90	0,33	33
30.	TSH	30	60	30	70	0,43	43
31.	ZF	10	50	40	90	0,44	44
32.	PS	20	50	30	80	0,38	38

After getting the result of N-Gain, the N-Gain score of each students' is interpreted using the classification as shown in the table.

Table 4.4
Experimental Class N-Gain Criteria Results

Criteria	Frequency
High	6
Medium	25
Low	1
Total	32

Based on table 4.4, the frequency of N-Gain scores in the experimental class is mainly in the medium criteria with 25 students, in the high category with 6 students, and in the low category with 1 student.

After getting the result of N-Gain criteria of each students', the researcher carried out the result of N-Gain effectiveness below.

Table 4.4

The result of N-Gain effectiveness interpretation

Group	Percentage %	Interpretation
Experiment	56,25	Effective enough

Based on the table above, it is known that the average N-Gain score for the experimental class is 56,25% which is included in the effective enough category.

d. Normality test of N-Gain data distribution

The normality test results obtained after testing using the SPSS version 26 program are presented in table 4.5.

Table 4.5.

The result of Kolmogorov-Smirnov Normality test

Group	Kolmogorov-Smirnov			Conclusion
	Statistic	Df	Sig.	
Pre Test	0,149	32	0,069	Normal
Post Test	0,127	32	0,200	Normal

The table shows that the pre-test results after conducting the normality test got a significant level of 0.069 (sig), more than 0.05. And also, the post-test results obtained a significant level of 0.200 (sig) more than 0.05, which indicates that the data is normal.

e. Homogeneity test of N-Gain Varians

The homogeneity test results obtained after testing using the SPSS version 26 program are presented in table 4.6.

Table 4.6.
The result of homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Test Result	Based on Mean	0,325	1	62	0,570

The table shows that the homogeneity test results obtained a significant level of 0.570 (sig), which is more than 0.05. It indicates that the data is normal and homogeneous. Then the T-Paired sample statistic can be performed.

f. Paired statistik test

The paired test result using SPSS version 26 program are presented in the table 4.7 below.

Table 4.7
Test result of T-Paired sample

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- Test	33,13	32	14,688	2,596
	Post-Test	68,75	32	16,801	2,970

From the table, it can be seen that the pre-test result is 33.13 while the post-test result is 68.75. The next step is to see the effect of using the suggestopedia method to improve students' reading comprehension.

g. T-test

The calculation results obtained using the SPSS version 26 program are presented in table 4.8 below.

Table 4.7.
The result of Independent Hypothesis Sample T- Test

	<i>Paired Sample Test</i>		
	T	Df	Sig. (2-tailed)
Pre Test and Post Test	-28,161	31	0,000

From the table, it can be seen that the result of the significant level (sig) 2-tailed 000), which is lower than the significant result of 0.05, it indicates that the alternative hypothesis (H_a) is accepted. The null hypothesis (H_0) is rejected. In short, it can be concluded that there is an improvement in student understanding taught by the suggestopedia method on recount text material at MAS Darul U'lum Banda Aceh.

B. Discussion

The aim of this research is to know whether there suggestopedia method improve students' reading comprehension of recount text. Regarding to the score of of the test, suggestopedia method generated meaningful progress to students in improving their reading comprehension. It was proved from the result of N-Gain percentage score about 56,25% which is included in the effective enough category.

This supports the results of the *t*-test where *P-value* <0.05 is 0.00 <0.05. Based on the decision criteria, the hypothesis null (H_0) is rejected and the

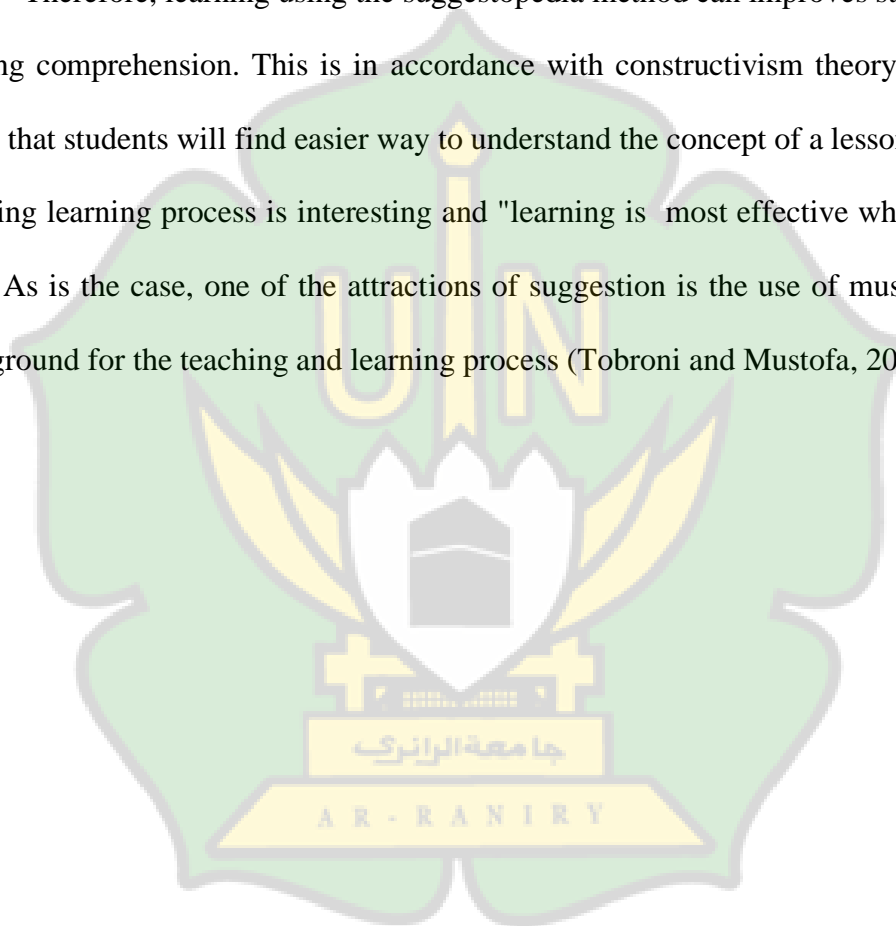
alternative hypothesis (H_a) is accepted with 31 degrees of freedom. It answer the question of this research; Does suggestopedia method improve teaching reading reading comprehension?, that the use of suggestopedia method improve students' reading comprehension of recount text. It was proved from the significant different in the result of before and after using suggestopedia method.

In the teaching and learning process using suggestopedia method, students' must be motivated, relaxed, and comfortable. Moreover, the students feel happy while studying because the teacher creates a positive environment for the class. Reading comprehension in recount text is hard for students to comprehend the text because they have to understand the detailed information that happens in the historical event. The students tend to feel bored in reading historical events and do not relax in teaching-learning. The suggestopedia method gives students a chance to relax in the class and have fun in a cheerful environment, listen to the rhythm, games and answer the question together. So, there is an increasing score between pre-test and post-test students. It was related to Lazanov's theory to make students relax and have fun in the learning process, including an interaction between teacher and students, physical activities, and using music for memorizing new material by using the suggestopedia method.

The hypothesis test results concluded that the improvement of students' understanding the text taught by the suggestopedia method was better than the improvement of understanding the text taught by conventional learning models on recount text material in class X MAS Darul U'lum Banda Aceh. In line with this result, the research conducted by Safitri & Novita (2020) states that the use of the

suggestopedia method significantly affects students' reading comprehension. Based on the SPSS 23 program calculation, the mean result of the pre-test was 70.1. In contrast, the result of the means post-test is 83.5. The students' scores are increasing after being given the treatment.

Therefore, learning using the suggestopedia method can improve students' reading comprehension. This is in accordance with constructivism theory which states that students will find an easier way to understand the concept of a lesson if the teaching learning process is interesting and "learning is most effective when it is fun." As is the case, one of the attractions of suggestion is the use of music as a background for the teaching and learning process (Tobroni and Mustofa, 2011).



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will to present the conclusion and suggestion that have been found after implementing the suggestopedia method in improving reading comprehension of recount tetxt to the students’.

A. Conclusion

After researching the use of the suggestopedia method in teaching reading comprehension, the researcher would like to conclude that the implementing of suggestopedia method in the first-grade students at MAS Aliyah Darul U’lum Banda Aceh in teaching recount text generates meaningful progress in improving students’ reading comprehension of recount text. It is proved from the result of N gain is 56,25% in the practical enough category. In short, the results of the *t*-test where the *P-value*<0.05 is 0.00<0.05. Based on the decision criteria, the hypothesis null (H_0) is rejected, and the alternative hypothesis (H_a) is accepted with 31 degrees of freedom. It meant there is a significant difference in the result before and after using the suggestopedia method.

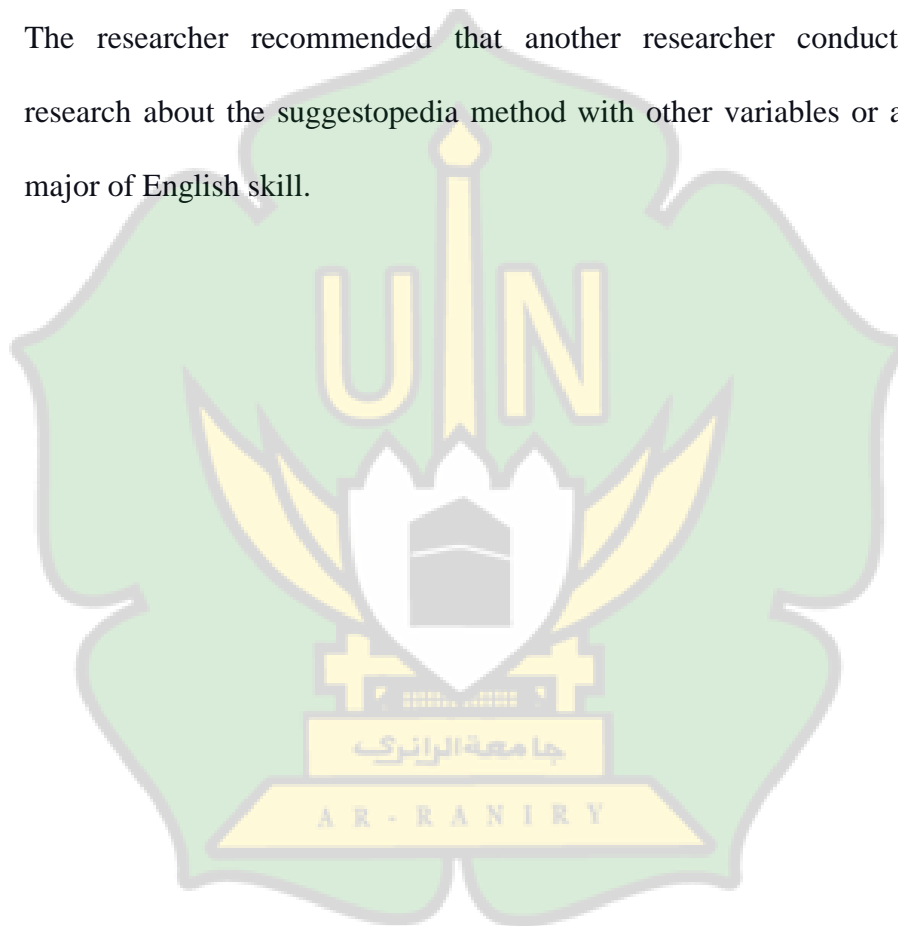
B. Suggestion

After concluding, the researcher would give several suggestions as follow:

1. The researcher recommended that English teachers use the suggestopedia method in English teaching-learning, especially in improving reading

comprehension. It is due to students' interest in reading while having music as the background of the teaching and learning process.

2. The teacher should be more creative during the teaching-learning process. Moreover, the teacher should encourage students' motivation to learn English and instill in students that learning English is not difficult.
3. The researcher recommended that another researcher conduct more research about the suggestopedia method with other variables or another major of English skill.



REFERENCES

- Abidin, Y. (2010). *Strategi membaca teori dan pembelajarannya*. Bandung: Rizqi Press.
- Anderson, N. J., & Cheng, X. (2016). Exploring second language reading: Issues and Strategies. *Social and Behavioral Sciences*. 1(2)
- Arikunto & Suharsimi. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: PT Bina Aksara
- Ariesta. R.L.Y. (2016) Improving the students' reading comprehension by using suggestopedia method.. *Repository perpustakaan Universitas Muhammadiyah*
- Asriani. T. (2015). The effectiveness of suggestopedia on students' reading comprehension in narrative text. *Repository perpustakaan UIN Syarif Hidayatullah*
- Brown, H.D. (2001). *Understanding research in second language learning*. New York: Cambridge University Press.
- Brown, H.D. 2004. *Language assessment principles and classroom practices*. New York: Pearson Education Ltd.
- Cahyono, BEH. (2011). Suggestopedia: Pendidikan Pengajaran Bahasa Kedua Yang Bersifat Humanistik: *Jurnal Pendidikan*. 17 (2)
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research*. (4th ed.). Boston: Pearson
- Deddy Y.A. (2016). Pengaruh Penerapan Metode Pembelajaran Resitasi Terhadap Hasil Belajar Matematika Siswa. *Jurnal SAP.1* (2)

- Duke, N. (2003). *Comprehension Instruction For Informational Text*. Presentation At The Annual Meeting Of The Michigan Reading Association, Grand Rapids, MI.
- Fachrurrazi, A., & Mahyuddin, E. (2010). *Pembelajaran Bahasa Asing Metode Tradisional Dan Kontemporer*. Jakarta: Baria Publishing.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow Longman.
- Hake, R. R. (1999). Analyzing Change/Gain Scores. AREA-D American Education Research Assosiation's Devison.D, Measurement and Research Methodology.
- Iskandrwasad, & H. Dadang Sunendar. (2011). *Strategi Pembelajaran Bahasa*. Bandung: Pt Remaja Rosdakrya.
- Juandra Enggar (202). English Teaching Learninprocess For Reading At SMP Negeri 7 Muaro Jambi. *Repository perpustakaan Sulthan Thahasaifuddin Jambi*
- Klingner, J.K., Vaughn, S. and Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Lazanov, G. (2005). *Suggestopedia-desuggestive teaching communicative method*. International Centre for Desuggestology.Vienna: International Center for Desuggestology.
- Lestari, K. E., & Yudhanegara, M. R. (2015). *Penelitian Pendidikan Matematika*. Bandung: PT Refika Aditama.
- Linse, T. C. (2005). *Practical English Language Teaching: Young Learners*. NewYork: McGraw Hill.

- Mardiani. S. Jismulatif & Erni. (2021) Indonesian High School Students' Difficulties In Understanding English Text. *Jurnal PAJAR (Pendidikan dan Pengajaran) Vol 5 (3) 2614 - 1337* doi : <http://dx.doi.org/10.33578/pjr.v5i4.8359>
- Melyana Ardhy. (2019). Students' Reading Comprehension Ability And Problems In An Advanced Reading Comprehension Class. *Repository perpustakaan UNNES*.
- Maswan & khoirul muslimin (2011). *tekhnologi pendidikan*. Yogyakarta
- Nurbaya. St. Fathur Rahman, Rustono & Subyantoro. Pengaruh skemata terhadap kompetensi membaca pemahaman berbasis taksonomi ruddell.
- Paulana. R. Indihadi. D. Halimah. M. (2015). *The Influence Of Suggestopedia Methodon Vocabulary Mastery Students Clas III Elementary School*. *Repository universitas Pendidikan Indonesia*.
- Ramon, M. (2014). *Pedoman Guru Mata Pelajaran Bahasa Inggris Untuk SMA/MA/SMK/MAK*. Pusat Kurikulum Dan Perbukuan Badan Penelitian Dan Pengembangan Kementerian Pendidikan Dan Kebudayaan.
- Safitri. D.M., & Novita, D. (2020). Suggestopedia Method As An Effective Method In Teaching Reading Comprehension For Senior High School. *International Journal on Intragated Education*.9 (4).
- Siberman. M. L.(2004). *Active Laerning*, Bandung: Musa Media dan Nuasa.
- Susilo, S.V. (2016). Metode Pembelajaran Awal Terhadap Kemmapuan Membaca (Reading) Bahasa Inggris. *Pena Jurnal Ilmu Pengetahuan Dan Teknologi*.25 (4).
- Sudjana. (2002). *Metode Statistika*. Bandung : Tarsito.
- Swarjana & Ketut. (2012). *Metodologi Penelitian Kesehatan*. Yogyakarta: Andi

Tierney, J. E.(2005). *Reading Strategies and Practices* (6th ed.). Boston, MA: Pearson Education, Inc.

Thobroni, M. & Mustofa, A.(2011). *Belajar dan pembelajaran*. Jakarta: Ar-Ruzz Media.

Wahyuni, K. (2018). Improving Students' Reading Skill Trough Suggestopedia Method At The Eighth Grde Students SMPN 8 Palopo. *Repository universitas Tarbiyah And Teacher Training Faculty State Islamic Institute Palopo*



Appendix 1. Appointment Letter from Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-3108/UN.08/FTK/KP.07.6/02/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 02 Februari 2022

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|-----------------------------|----------------------------|
| 1. Nidawati, M.Ag. | Sebagai Pembimbing Pertama |
| 2. Yuni Setia Ningsih, M.Ag | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Firyal Nabilah
- NIM : 180203105
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Use of Suggestopedia Method in Teaching Reading Comprehension at Senior High School in Banda Aceh
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 25 Februari 2022
 Dekan,



 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Lain-lain

Appendix 2. Recommendation Letter from FTK UIN Ar-Raniry to Conduct the Research

6/1/22, 11:09 PM Document

 **KEMENTERIAN AGAMA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6363/Un.08/FTK.1/TL.00/05/2022
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Kepala Madrasah Aliyah Darul U'lum Banda Aceh


Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FIRYAL NABILAH / 180203105**
 Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
 Alamat sekarang : Gampoeng Tanjung Selamat Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Use of Suggestopedia Methodist in Teaching Reading Comprehension in Senior High School in Banda Aceh***


Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 31 Mei 2022
 an. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 30 Juni 2022


Dr. M. Chalis, M.Ag.



<https://siakad.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian/cetak>

1/1

Appendix 3. Confirmation Letter from Madrasah Aliyah Darul U'lum

**YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH**
MADRASAH ALIYAH DARUL 'ULUM
(STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998)
NSM : 131211710006 NPSN : 10106286
Jln. Syiah Kuala No. 5 Telp. (0651) 33312
KOTA BANDA ACEH 23123

N o m o r : MA.01.94/PP.00.6/104/06/2022 Banda Aceh, 17 Juni 2022
Lampiran : -
Perihal : **Penelitian An. FIRYAL NABILAH**

Kepada Yth.
Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry
di-
Banda Aceh

Assalamu'alaikum Wr. Wb.


Sehubungan dengan surat saudara nomor : B-6363/Un.08/FTK.1/TL.00/05/2022,
tanggal 31 Mei 2022, maka dengan ini menyatakan bahwa :

N a m a : **FIRYAL NABILAH**
N I M : 180203105
Semester : VIII
Jurusan : Pendidikan Bahasa Inggris

telah selesai mengadakan penelitian pada tanggal 06 s/d 11 Juni 2022 penulisan
skripsi dengan judul :

*"The Use of Suggestopedia Method in Teaching Reading Comprehension at
Senior High School in Banda Aceh"*

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.


M. H. ANI, S.Ag., M.A.
197309141999052001

A R - R A N I R Y

Appendix 4. Instrument of Research

a. Rancangan pembelajaran

Sekolah : MAS Darul U'lum		Kelas/ Semester: XIPS 2/ II
Materi Pelajaran: Bahasa Inggris		2×35 Menit
Pertemuan 1, post-test (Battle of Surabaya)		
kegiatan	Deskripsi	Alokasi waktu
Pembukaan	<ul style="list-style-type: none"> • Peneliti memberikan salam • Membaca doa bersama • Peneliti memperkenalkan diri • Peneliti menjelaskan tujuan kegiatan 	7 menit
Kegiatan inti	<ul style="list-style-type: none"> • Peneliti membagikan soal pre-test • Peneliti menjelaskan tata cara menjawab soal • Siswa mengerjakan soal 	60 menit
Penutup	<ul style="list-style-type: none"> • Doa bersama • Peneliti menutup kelas dengan salam 	3 menit
Pertemuan 2, treatment (Bandung as Sea of Fire)		
kegiatan	Deskripsi	Alokasi waktu
Pembukaan	<ul style="list-style-type: none"> • Peneliti memberikan salam • Membaca doa bersama • Peneliti menanyakan kabar siswa dan 	17 menit

	<p>memastikan siswa dalam keadaan baik untuk belajar</p> <p>1. presentation</p> <ul style="list-style-type: none"> • Peneliti mengatur posisi duduk siswa • Peneliti dan siswa melakukan beberaa peregangan otot • Peneliti memberikan motivasi tentang belajar bahasa (salah satu bentuk sugesti bahwa belajar bahasa tidak sulit) • Peneliti menjelaskan tentang metode pembelajaran yang akan digunakan yaitu suggestopedia <p>2. Active cocern</p> <ul style="list-style-type: none"> • Peneliti memberitahukan siswa tentang materi yang akan dipelajari 	
Kegiatan inti	<ul style="list-style-type: none"> • Peneliti mengidupkan musik klasik sebagai background pembelajaran • Peneliti memberitahukan secara garis besar tentang teks yang akan dipelajari • Peneliti memberikan beberapa kosakata baru <p>3. Passive repitition</p> <ul style="list-style-type: none"> • Memperhatikan teks yang telah disediakan • Siswa menanyakan kosakata yang tidak diketahui <p>4. Exercise</p> <ul style="list-style-type: none"> • Siswa menjawab latihan • Diskusi dan menjawab soal bersama 	50 menit

Penutup	<ul style="list-style-type: none"> • Peneliti mematikan musik klasik • Peneliti mengambil kesimpulan tentang pembelajaran • Doa bersama • Peneliti menutup kelas dengan salam 	3 menit
Pertemuan 3, treatment (General Offensive)		
kegiatan	Deskripsi	Alokasi waktu
Pembukaan	<ul style="list-style-type: none"> • Peneliti memberikan salam • Membaca doa bersama • Peneliti menanyakan kabar siswa dan memastikan siswa dalam keadaan baik untuk belajar 1. presentation • Peneliti mengatur posisi duduk siswa • Peneliti dan siswa melakukan beberaa peregangan otot • Peneliti memberikan motivasi tentang belajar bahasa (salah satu bentuk sugesti bahwa belajar bahasa tidak sulit) • Peneliti memberitahukan siswa tentang materi yang akan dipelajari 	17 menit
Kegiatan inti	<ul style="list-style-type: none"> • Peneliti menyalakan musik klasik 2. Active concern • Peneliti memberitahukan secara garis besar tentang teks yang akan dipelajari • Peneliti memberikan beberapa kosakata baru 	50 menit

	<p>3. Passive repetition</p> <ul style="list-style-type: none"> • Siswa memperhatikan teks yang telah disediakan • Siswa menanyakan kosakata yang tidak diketahui <p>4. Exercise</p> <ul style="list-style-type: none"> • Siswa menjawab latihan • Diskusi dan menjawab soal bersama 	
Penutup	<ul style="list-style-type: none"> • Peneliti mematikan musik • Peneliti mengambil kesimpulan tentang pembelajaran • Doa bersama • Peneliti menutup kelas dengan salam 	3 menit
Pertemuan 4, treatment (The Battle of Ambarawa)		
kegiatan	Deskripsi	Alokasi waktu
Pembukaan	<ul style="list-style-type: none"> • Peneliti memberikan salam • Membaca doa bersama • Peneliti menanyakan kabar siswa dan memastikan siswa dalam keadaan baik untuk belajar <p>1. presentation</p> <ul style="list-style-type: none"> • Peneliti mengatur posisi duduk siswa • Peneliti dan siswa melakukan beberaa peregangan otot • Peneliti memberikan motivasi tentang belajar bahasa (salah satu bentuk sugesti 	17 menit

	<p>bahwa belajar bahasa tidak sulit)</p> <ul style="list-style-type: none"> • Peneliti memberitahukan siswa tentang materi yang akan dipelajari 	
Kegiatan inti	<ul style="list-style-type: none"> • Peneliti menghidupkan musik klasik sebagai background <p>2. Active concerns</p> <ul style="list-style-type: none"> • Peneliti memberitahukan secara garis besar tentang teks yang akan dipelajari • Peneliti memberikan beberapa kosakata baru <p>3. Passive repetition</p> <ul style="list-style-type: none"> • Siswa memperhatikan teks yang telah disediakan • Siswa menanyakan kosakata yang tidak diketahui <p>4. Exercise</p> <ul style="list-style-type: none"> • Siswa menjawab latihan • Diskusi dan menjawab soal bersama 	60 menit
Penutup	<ul style="list-style-type: none"> • Peneliti mematikan musik • Peneliti mengambil kesimpulan tentang pembelajaran • Doa bersama • Peneliti menutup kelas dengan salam 	3 menit
Pertemuan 5, post-test (Indonesian Proclamation Day)		
kegiatan	Deskripsi	Alokasi waktu
Pembukaan	<ul style="list-style-type: none"> • Peneliti memberikan salam 	5 menit

	<ul style="list-style-type: none"> • Membaca doa bersama • Peneliti mengatur posisi duduk siswa dengan nyaman 	
Kegiatan inti	<ul style="list-style-type: none"> • Peneliti membagikan soal (post-test) • Peneliti menjelaskan tata cara menjawab soal • Siswa mengerjakan soal 	80 menit
Penutup	<ul style="list-style-type: none"> • Doa bersama • Peneliti menutup kelas dengan salam 	3 menit

b. Soal tes

1. Pertemuan pertama (pre-test)

Battle Of Surabaya

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.W.S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier

was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

After read the text, answer the correct answer below!

1. What is the passage about?
 - a. about the battle of Surabaya
 - b. about the leaflet of Indonesia
 - c. about the story of Surabaya
 - d. about the biography of Brigadier Mallaby
 - e. about the strong British troops
2. When did the battle take place?
 - a. 10 November 1945
 - b. 27 October 1945
 - c. 3 days after 10 November 1945
 - d. 3 weeks before 27 October 1945
 - e. after Indonesians surrender their weaponry to British army
3. The word "it" in the first line of paragraph two refers to....
 - a. Surabaya
 - b. The army
 - c. The battle
 - d. The British army
 - e. The air of Surabaya
4. What caused the battle?
 - a. British supported Indonesia to attack NICA
 - b. British asked Indonesian troops and militia to surrender their weapons
 - c. The militia refused to sign the agreement
 - d. The Indonesia troop is very strong army in that time
 - e. Indonesia lose weaponry
5. "British would not ask Indonesian troops and militia to *surrender* their weapons". The synonym of *surrender* is?

- a. submit
 - b. Give up
 - c. complete
 - d. Attacked
 - e. Appropriate
6. How did the battle influence the national revolution at that time?
 - a. The battle provoked international communities to rally to support the independence movement of Indonesia.
 - b. The battle did not provoke international communities to rally to support the independence movement of Indonesia.
 - c. The battle provokes international communities to rally to support the independence movement of Indonesia.
 - d. The battle had provoked international communities to rally to support the independence movement of Indonesia.
 - e. The battle had provoke international communities to rally to support the independence movement of Indonesia.
 7. What is the main idea of the second paragraph?
 - a. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya
 - b. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons
 - c. The leaflet told Indonesians to do otherwise on 27 October 1945.
 - d. This action angered the Indonesian troops and militia leaders because they felt betrayed
 8. Who was the prominent figure in the battle?
 - a. Governor of East Java
 - b. Mr. Surya
 - c. Brigadier Mallaby
 - d. Sir Philip Christison
 - e. Bung Tomo
 9. Why do you think the date of the Battle of Surabaya is used as a momentum to commemorate our hero's contribution?
 - a. The Battle of Surabaya was fierce and bloody.
 - b. The Battle of Surabaya was not fierce and bloody.
 - c. The Battle of Surabaya were fierce and bloody.
 - d. The freedom fighters and people did not fight hand in hand till heroically
 - e. The freedom fighters and people did not fight hand in hand till heroically
 10. From the story, we can conclude that?

- a. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby
- b. The bloody battle took place because Indonesians refused to surrender their weaponry to British army
- c. Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle
- d. In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment
- e. A British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945

2. Pertemuan ke dua (treatment)

Bandung As Sea Of Fire

Bandung as the Sea of Fire is a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 Bandung residents burned their homes.

At first, the British were guarding the transition of power against Japan to the Netherlands. Still, the Indonesian people resisted because they came with the Netherlands Indies Civil Administration (NICA). TKR, together with the people of Bandung rejects the presence of NICA, which intends to reaffirm colonialism in the country. The British, who had trouble fighting the Bandung fighters, finally issued ultimatum. The ultimatum is about the British asked TKR to leave Bandung on March 17, 1946. Meanwhile, civilians are allowed to stay in Bandung.

However, together with TKR, the Bandung civilians were not willing if Bandung had to be controlled by the allies. The civilians and fighters prefer to burn Bandung until black smoke rises high into the air in everywhere. Soldiers are not willing if the allies use their territory. They should burn all important buildings and also their homes.

This incident inspired the creation of the famous song "Halo-Halo Bandung." To remember what they did and fought for, they built the Bandung Lautan Api monument.

After read the text, answer the question below!

1. Whats is the text about ?
 - a. about was a fire that occurred in Bandung
 - b. about the residents of bandung
 - c. about the history Local people of Bandung
 - d. about the history of Bandung as Sea of Fire
2. Where did the Bandung as Sea of Fire?
 - a. in the city of Bandung
 - b. in the villages of Bandung
 - c. in the Government of Bandung
 - d. in the the air of Bandung
3. What can we learn from the story?
 - a. The strong army
 - b. The confort of living in Bandung
 - c. The wise of local people
 - d. heroic sense in defending the homeland
4. How was the Bandung as Sea of Fire happen?
 - a. It was deliberately burned
 - b. It was built by local people
 - c. It was announced by Brigade MacDonald
 - d. It was supported by NICA
5. What is the main reason of burning Bandung?
 - a. To make the alliens afraid about how powerful TKR was
 - b. To keep their land from the allies
 - c. For the colonizers to return to their countries
 - d. For the bright day in the future
 - e. To amuse the reader.
6. The word reaffirm have a close meaning to?
 - a. Allage
 - b. Advantage
 - c. Imaginative
 - d. Appropriate
7. From the third paragraph we can conclude that....
 - a. They should burn all important buildings and also their homes.
 - b. Soldiers are not willing if the allies use their territory, its better to burn their house
 - c. The Badung people were not willing if Bandung had to be controlled by the allies
 - d. The people and fighters prefer to burn Bandung until black smoke rises high into the air in everywhere

8. The word fierce in paragraph two have close meaning to...
 - a. Savage
 - b. Fire
 - c. Hot
 - d. Problem

9. The word they came with the Netherlands Indies Civil Administration (NICA) refers to?
 - a. Netherlands
 - b. British
 - c. Japan
 - d. TKR

10. The british asked TKR to leave Bandung in an ultimatum on.....
 - a. March 19
 - b. March 31
 - c. March 17
 - d. March 28

3. Pertemuan ke tiga (treatment) General Offensive

The Dutch launched a military offensive on December 19 1948, which is termed Crow Operation. By the following day, it had conquered the city of Yogyakarta, the location of the temporary Republican capital. By December, all major Republican-held towns in Java and Sumatra were in Dutch hands.

The Republican President, Vice-President, and all staff but six Republic of Indonesia ministers were captured by Dutch troops and exiled to Bangka Island off the east coast of Sumatra. In areas surrounding Yogyakarta and Surakarta, Republican forces refused to surrender. They continued to wage a guerrilla war under the leadership of Republican military chief of staff General Sudirman, who had escaped the Dutch offensives. An emergency Republican government was established in West Sumatra.

On March 1, 1949, at 6 am, Republican forces launched March 1 General Offensive. The Offensive caught the Dutch by surprise. For his part, Hamengkubuwono IX allowed his palace to be used as a hideout for the troops. For 6 hours, the Indonesian forces had control of Yogyakarta before finally retreating.

The Offensive was a moral and diplomatic success, it inspiring demoralized troops around Indonesia and proving to the United Nations that the Indonesian army still existed and was capable of fighting. On the other hand, the

Offensive had demoralized the Dutch forces because they never thought Indonesian forces could assault and control the city, even for a few hours.

After read the text, answer the correct question below!

1. The main idea of the first paragraph is....
 - a. By the end of December, all major Republican held cities in Java and Sumatra were in Dutch hands
 - b. By the following day it had conquered the city of Yogyakarta
 - c. The Dutch launched a military offensive on 19 December 1948 which it termed Operation Crow
 - d. Yogyakarta as republican capital

2. Who were captured by Dutch troops and exiled on Bangka Island?
 - a. Vice-President
 - b. Hamengkubuwono IX
 - c. Six Republic of Indonesia ministers
 - d. The Republican President, Vice-President

3. The word “troops” have a close meaning to....
 - a. Army
 - b. Group
 - c. Individual
 - d. Entourage

4. When the Republican forces launched March 1 General Offensive?
 - a. On March 1, 1949 at 6 am
 - b. On March 1, 1994 at 6 am
 - c. On March 1, 1494 at 6 5 am
 - d. On march 1, 1994 at 5 am

5. In the second paragraph we can conclude that....
 - a. The Republican President, Vice-President were captured by Dutch
 - b. Republican forces refused to surrender and continued to wage a guerrilla war
 - c. An emergency Republican government, was established in West Sumatra.
 - d. the leadership of Republican military chief of staff General Sudirman had escaped the Dutch offensives

6. “....it inspiring demoralized troops around Indonesia” the word it refers to...
 - a. The moral
 - b. The offensive
 - c. The army
 - d. Hamangkubowona IX

7. Where was the hiding place of the Indonesian troops during the attack?
 - a. Palace of Hamengkubuwono IX
 - b. The dutch
 - c. Yogyakarta
 - d. Bandung

8. The Offensive was a moral and diplomatic success. It means that....
 - a. There are a lot of history we can learn
 - b. There are a lot of story that can be laerned
 - c. Provide moral and political support
 - d. The success in term of moral and diplomatic

9. The word “assault” in line 18 has close meaning to...
 - a. Agression
 - b. Resistance
 - c. Opposition
 - d. Reciprocal

10. From the last paragraph we can conclude that....
 - a. The Offensive had demoralized the Dutch forces because they never thought Indonesian forces could assault and control the city, even for a few hours.
 - b. The Offensive was a moral and diplomatic success.
 - c. The Offensive was a moral and diplomatic success, it inspiring demoralized troops around Indonesia and proving to the United Nations that the Indonesian army still existed and was capable of fighting
 - d. The Dutch never thought Indonesian forces could assault and control the city

4. Pertemuan ke empat (treatment)

The Battle Of Ambarawa

The Battle of Ambarawa was a battle between the recently created Indonesian Army and the British Army that occurred between 20 October and 15 December 1945 in Ambarawa, Indonesia. On 20 October 1945, Allied troops under the command of Brigadier Bethell landed in Semarang to disarm Japanese troops. Initially, the troops were welcomed in the area, with Central Java's

governor Wongsonegoro agreeing to provide them with food and other necessities in return for the Allies' promise to respect Indonesia's sovereignty and independence.

However, when Allied and NICA troops began freeing and arming freed Dutch POWs in Ambarawa and Magelang, many locals were angered. Indonesian troops under the command of Lieutenant Colonel M. Sarbini began besieging Allied troops stationed in Magelang in reprisal for their attempted disarmament. In the morning of 23 November 1945, Indonesian troops began firing on Allied troops stationed in Ambarawa. A counterattack by the Allies forced the Indonesian Army to retreat to the village of Bedono.

On 11 December 1945, Soedirman held a meeting with various commanders of the Indonesian Army. The next day at 4:30 AM, the Indonesian Army launched an assault on the Allies in Ambarawa. Indonesian artillery pounded Allied positions, which were later overrun by infantry. When the Semarang-Ambarawa highway was captured by Indonesian troops, Soedirman immediately ordered his forces to cut off the supply routes of the remaining Allied troops by using a pincer maneuver. The battle ended four days later on 15 December 1945, when Indonesia succeeded in regaining control over Ambarawa and the Allies retreated to Semarang.

1. The battle of Ambarawa was a battle between....
 - a. Indonesian Army and the British Army
 - b. The dutch and indonesian army
 - c. Indonesian army and java people
 - d. Semarang citizen and Ambarawa citizen

2. The word commander in the first line in paragraph three has a synonym to....
 - a. Colonel
 - b. Squad
 - c. Leader
 - d. Boss

3. How many days the battle of ambarawa?
 - a. 5 days
 - b. 7 days
 - c. 3 days
 - d. 4 days

4. The main idea of the first paragraph is....

- a. Wongsonegoro agreeing to provide them with food and other necessities in return for the Allies' promise to respect Indonesia's sovereignty and independence
 - b. The Battle of Ambarawa was a battle between the recently created Indonesian Army and the British Army
 - c. Allied troops under the command of Brigadier Bethell landed in Semarang to disarm Japanese troops
 - d. A counterattack by the Allies forced the Indonesian Army to retreat to the village of Bedono.
5. From the last paragraph we can conclude that...
- a. Soedirman held a meeting with various commanders of the Indonesian Army.
 - b. Indonesian artillery pounded Allied positions, which were later overrun by infantry
 - c. Indonesia succeeded in regaining control over Ambarawa and the Allies retreated to Semarang.
 - d. Semarang-Ambarawa highway was captured by Indonesian troops
6. Whos Central Java's governor?
- a. Hamengkubowono IX
 - b. M. Sarbini
 - c. Wongsonegoro
 - d. Bethell
7. "... agreeing to provide them with food and other necessities" the word them refers to.....
- a. Governor of central java
 - b. Java citizen
 - c. Allied troops
 - d. Japanese troops
8. Why governor of java agreeing to provide them with the food?
- a. As a promise to respect Indonesia's sovereignty and independence
 - b. To fulfill the agreement
 - c. To avoid the war
 - d. Because it was threatened by allies
9. What cause the local people angry?
- a. Because there is misscommunication between the allies and governor
 - b. Because the allies and NICA started to free the prisoners
 - c. Because allies cooperated with NICA
 - d. Because Allied and Japan troops began freeing and arming freed Dutch POWs in Ambarawa and Magelang
10. From the passage we can conclude that

- a. The Battle of Ambarawa was a battle between the recently created Indonesian Army and the British Army. The battle end up with the succeeded in regaining control over Ambarawa
- b. Semarang-Ambarawa highway was captured by Indonesian troops, Soedirman immediately ordered his forces to cut off the supply routes of the remaining Allied troops by using a pincer maneuver.
- c. The battle ended four days later on 15 December 1945, when Indonesia succeeded in regaining control over Ambarawa and the Allies retreated to Semarang.
- d. The Allied troops under the command of Brigadier Bethell landed in Semarang to disarm Japanese troops.

5. Pertemuan ke lima (post-test)

Indonesian Proclamation Day

On August 6, 1945 an atomic bomb was dropped on the Japanese city of Hiroshima by the United States. It demoralized the spirit of the Japanese army in the world. The following day, The Committee for Indonesian Independence confirmed the wish to achieve the Independence of Indonesia. On August 9, 1945, the second atomic bomb dropped on Nagasaki, causing the Japanese surrendered to the United States and its allies.

On 14 August 1945, Japan formally surrendered to the Allies on board the USS Missouri. hearing this, a young group urged elderly to immediately proclaim the independence of Indonesia.

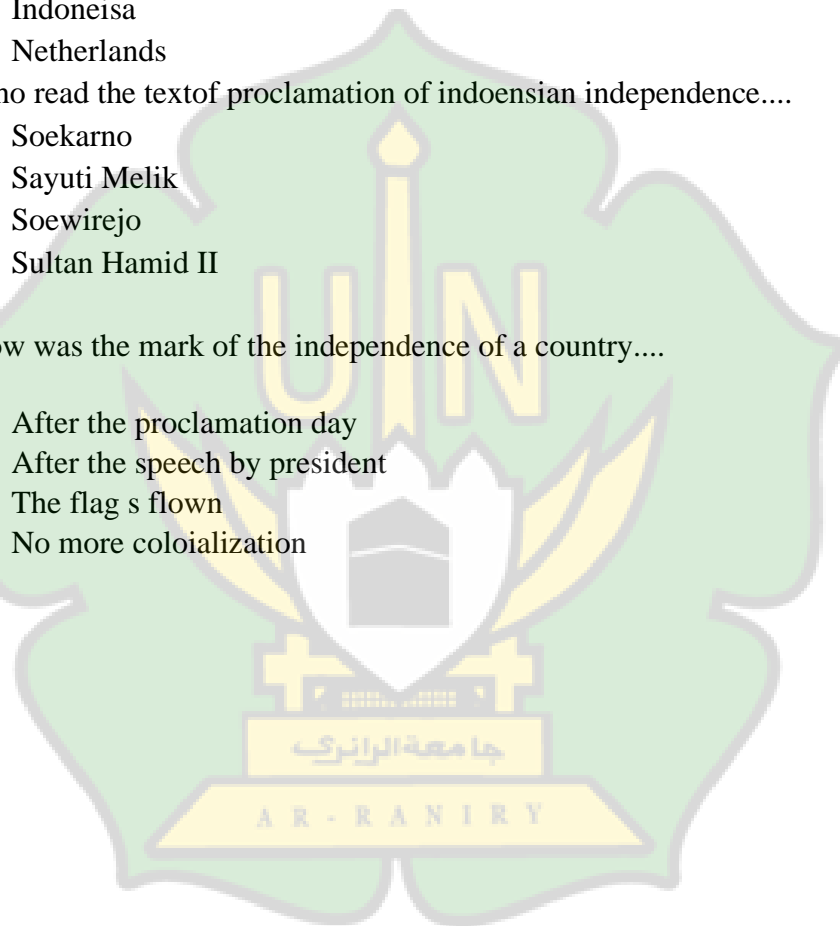
However, the elderly did not want group did want to rush. Some consultation was conducted in days of meeting. They then prepared the text of the proclamation of Indonesian Independence. The next morning on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence.

Then the flag of Indonesia was raised-followed by a speech by Soewirijo, deputy mayor of Jakarta. It was the mark of the The next morning on 17 August 1945, Soekarno read the text of the proclamation of Indonesia independence. Then the flag of Indonesia was raised-followed by a speech by soewirijo, deputy mayor of Jakarta. It was the mark of the independence of a country.

1. What is the text about?
 - a. The events which happened before the Proclamation of Indonesian Independence

- b. The events which happened after the Proclamation of Indonesian Independence
 - c. The events which happened when Soekarno was declaring Indonesian Independence
 - d. The events which happened when Soekarno was meeting with the committee of Indonesian Independence
 - e. The events which happened when a young group was urging Soekarno to state the Indonesian Independence
2. When did Indonesian Independence proclamation happen?
 - a. on 17 August 1945
 - b. On 6 August 1945
 - c. On 9 August 1945
 - d. On 14 August 1945
 - e. on 15 August 1945
 3. What is not the background event?
 - a. The bombing in Hiroshima
 - b. The bombing in Nagasaki
 - c. Japan surrendered to the Allies
 - d. A young group urged elderly
 - e. The flag of Indonesia was raised
 4. What happened before 14 August 1945?
 - a. The bombing in Nagasaki
 - b. Soekarno read the text of the proclamation
 - c. A young group urged elderly
 - d. The flag of Indonesia was raised
 - e. The spirit of the Japanese army was demoralized
 5. How is the date 17 August 1945 for Indonesia?
 - a. usual
 - b. common
 - c. unspecial
 - d. unimportant
 - e. Significant
 6. The word elderly has close meaning to....
 - a. Mature
 - b. Faster
 - c. Early
 - d. Earlier
 - e. Getting on
 7. From the last paragraph we can conclude that...
 - a. The mark of independence day of country
 - b. The speech was done by deputy mayor of Jakarta

- c. The Indonesian flag was fluttered
 - d. That was the day of Indonesian proclamation
 - e. The elderly was force by young people
8. The word it on sentence “*It demoralized the spirit of the Japanese army in the world*” refer to....
- a. Japan army
 - b. The bomb
 - c. US
 - d. Indoneisa
 - e. Netherlands
9. Who read the textof proclamation of indoensian independence....
- a. Soekarno
 - b. Sayuti Melik
 - c. Soewirejo
 - d. Sultan Hamid II
10. How was the mark of the independence of a country....
- a. After the proclamation day
 - b. After the speech by president
 - c. The flag s flown
 - d. No more coloialization



Appendix 5. Documentation



