Chapter I: Introduction

In this chapter, the researcher explains about basic consideration of this research which contains the basic problems of why this research is conducted. Therefore some substances such as the research question, aim of this research, delimitation of this research and significance of this research have been created and also will be discussed in this chapter.

Basic Consideration

In Indonesia learning English as foreign language has been taught in junior high school. Based on the Decree of the minister of Education and culture number 22 of 2006 about content standard, the graduation of standard competence and the objective of English teaching at junior high school or MTs that called "Developing competency of communication in spoken and written form to achieve literacy functional, and having awareness that English language is important to increase nation competitiveness in global society"

In addition in learning English as a foreign language, there are four skills that should be mastered they are: *reading, listening, speaking and writing.* In this research the researcher focused on *reading* skill comprehension of narrative text. Reading is one of four main skill in language learning and also important because through reading students can get information that they need to support the success of their study.

According to Richard and Renandya (2002, p. 273) reading is a number of special focuses to reader or students. Many students often have reading as one of their important goals which help them to get information and pleasure for their career and for their study purposes.

Based on *Kurikulum Tingkat Satuan Pendidikan* (*KTSP*), reading in Indonesia education is one of the competence standards which should be learned: to comprehend the meaning of short functional text and essay in the form of narrative text, descriptive text, recount text, and news item in the context of daily activities.

However in this research, the researcher focused on students' reading comprehension of narrative text. Narrative text is one type of text for second grade in junior high school. In narrative text students are expected to understand about the context and to find the moral value of the story. There are many types of narrative they can be imagination, factual or a combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story etc.

According to lesson plan of second grade students in SMP N 1 Gorontalo, the generic structures of narrative text that construct this text they are (1) *Orientation* is an introduction of the character, place, and time through what happened in the story, (2) *Complication* explains where a crisis arises to the character in a story, (3) *Resolution* explains the end of the story, where the crisis end with happiness or sadness, (4) *evaluation* is the way of giving an assessment about situation and condition about what happened in a story, (5) *reorientation* is giving a comment or a reason generally.

In fact there are several students have difficulties in comprehend the narrative text, it is proven in the researcher's observation at SMPN 1 Gorontalo on 14th march 2016. In narrative text had four items that constructing this text, they are *orientation, complication, resolution*, *evaluation* and *reorientation*. The students' result about the comprehension of narrative text was taken by doing interview face to face with one of English teacher in that school and the teacher knew the students' comprehension in narrative text from the teaching process when the teacher gave exam about comprehend the narrative text to the students. The teacher explained that in *orientation* almost all of the students' answers were right, because just determined who is in the story, when the story is taking place, and where the action is happening, in *complication* half of the students confuse in determining where a crisis arises to the character in a story, in *resolution* some students can not determine about the end of the story, where the crisis end with happiness or sadness, in *evaluation* half of students are hard

to make a conclusion about the morals value based on what has been learned from the story and last in *reorientation* several students are still hard in giving a comment or a reason generally which appropriate with the story. If all of their answers describe in percent from 1-100%, just 45% can answered or explain clearly in every part of narrative items. As a result, the students' reading comprehension in narrative text is not achieved to the minimum level of achievement. The researcher also already did an interview with all of students in that class about their problems in reading narrative text, and almost all of them answer they feel bored and do not focus during the reading activity, it is because the atmosphere in the class and the method which used made them feel sleepy. That is why some of them had difficulties in reading skill. So, from those problems the researcher can take a conclusion that students had difficulties in reading narrative text.

In order to solve the problem in reading narrative text, the teacher actually should pay attention to the method of teaching. Teacher should choose an appropriate method to teach different types of students, to cultivate students' motivation and to increase students' memorizing ability. The method is important because according to Darmadi (2010, p. 42) method is the way that should through to achieve some purposes. It means that with choose and apply the right method, possibility the success of study will be achieved.

Therefore in this research the researcher provided an instructional medium called Suggestopedia method. Suggestopedia is one of the teaching methods developed by Bulgarian psychotherapist Georgi Lozanov based on the study of Suggestology. The method has been used in different fields of studies but mostly in the field of foreign language learning. This method is one of the right methods to use in teaching reading comprehension of narrative text, because in this research, by using suggestopedia method students could have a suggestion that reading is something fun, moreover the atmosphere of environment in the classroom is set to make them comfortable and relax which further will help students to be

more focus and concentrate on reading activity. As the results, students' comprehend of narrative text will be achieved.

DePorter (2008) assumed that human brain could process great quantities of materials if give the right condition for learning in a state of relaxation and claim that most students use only 5 to 10 percent of their mental capacity.

According to Xue (2005) stated that in suggestopedia method, the classroom is not the same as common classrooms. In the classroom, the chairs are arranged semicircle and faced the black or white board in order to make the students pay more attention and get more relaxed. In addition, the light in the classroom is dim in order to make the students' mind more relaxed.

Based on the Lozanov theory's and the fact of problem that was found in the school, make the researcher inspired to conduct an experimental research entitled "The Using of Suggestopedia Method in Teaching Reading Comprehension of Narrative Text". The focus of this research was the using of suggestopedia method in teaching reading comprehension of narrative text. As we concern in Indonesia research have so many methods to increase and improve reading ability, but in this research, the researcher would like to introduce Suggestopedia method which based on researcher's knowledge this method is infrequent used in teaching reading comprehension in junior high school. This research is the researcher's originally works and based on the researcher's knowledge there are also other researchers who take this research before but different in aspect skill, research design, different region and different setting. So, the researcher created the new one which different in aspect skill, research design, region and setting of research.

Research Question

Does Suggestopedia method increase significantly students' reading comprehension of narrative text?

Aim of This Research

This research aims to find out whether or not the suggestopedia method can increase significantly the students' reading comprehension of narrative text.

The Scope of this Research

The researcher would like to limit the scope of this research on the use of suggestopedia method in increasing students' reading comprehension in narrative text. Since the narrative text has five items that constructing this text they are, *orientation, complication, resolution, evaluation and reorientation*. So, in this research the students were asked to answer the questions about those five items in five narrative texts with the title *The Town Mouse & The Country Mouse, The Emperor's New Clothes, Goldilocks & The Three Bears, Snow White,* and *Cinderella.*

Significance of the Research

For the researcher:

It gave the researcher a new experience and motivation in teaching reading with applying the new method particularly Suggestopedia method and also knew about Suggestopedia method, so this knowledge can be used in the future.

For the English Teacher:

It will give the teachers better insight into Suggestopedia method and make them realize that Suggestopedia method is also worth in learning English especially in teaching reading comprehension.

For the Students:

The use of Suggestopedia method helps students in order to motivate, enjoy, and be interested on learning reading comprehension, to built up students' self confidence to use English communicatively and to increase students' ability in reading comprehension.