

Exploring the Effect of Technology Supported Suggestopedia Method on Reading Skill and Self Efficacy

Vita Rahayu Setyawati¹, Puspa Dewi², Tusino³
{zeziavita20@gmail.com¹, puspawidewi@umpwr.ac.id², tusino@umpwr.ac.id³}

English Education Program, Universitas Muhammadiyah Purworejo, Indonesia¹²³

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Abstract. This study employed a classroom action research design to investigate whether the Suggestopedia method could improve students' reading skills in recount texts and their self-efficacy. The participants were 16 junior high school students in Indonesia. Data were collected using reading tests, questionnaires, interviews, and classroom observations. The study was conducted in two cycles, with two meetings in each cycle. Students' reading performance was assessed at the pre-cycle stage, at the end of Cycle I, and at the end of Cycle II to monitor their progress. The results showed a substantial improvement in students' reading skills. The mean score increased from 51 in the pre-cycle to 65 at the end of Cycle I and further improved to 81 at the end of Cycle II. Regarding self-efficacy, the questionnaire results indicated that 74% of the students demonstrated a high level of confidence in their ability to succeed and overcome challenges in completing English reading tasks. These findings suggest that the Suggestopedia method improved students' reading skills in recount texts while also enhancing their self-efficacy. Therefore, the Suggestopedia method can be considered an effective alternative for teaching reading, particularly recount texts, in junior high school classrooms.

Keywords: Exploring, Suggestopedia, Method, Self- efficacy, Technology

1. INTRODUCTION

The research is urgent because the education system is about to enter the 5.0 era, and teachers and students need to be prepared for it. Through learning that incorporates instructors and students, education plays a role in improving human resources to bring about change in a mature and autonomous society [1]. Teachers assist students in developing into imaginative thinkers who are equipped to battle with the best resources possible for their future [2]. Students must master a variety of talents when studying English. Among them is reading, an English proficiency that students who may deepen their understanding of the language must learn [3]-[6]. For students to succeed in the 5.0 era, they must be proficient in the English language [7].

For reading skill, students need to comprehend the text's meaning [8]. Reading is a basic ability that every student must master, such as speaking, listening and writing [9]. Reading extensively and consistently can help students improve their ability to acquire knowledge, particularly in the areas of vocabulary growth, text comprehension, and familiarity with a variety of text genre [10]. Understanding what is explained in a text by deriving meaning from it is the process of reading comprehension [11]. Students need to be able to create meaning for themselves via interactions with the texts they read in order to comprehend them [12].

Students may learn a great deal, have fun, and even solve problems via reading [13]. It is possible to think of reading as an interactive process that develops automatic or fluent reading skills between the reader and the text [14]-[16]. Thinking abilities that are developed via spoken and written English usage are necessary for reading. For students who are second language learners or have poor English competence, reading in standard English entails assisting them in developing literacy practices, or approaches to reading texts that are used by native English speakers [17]. Thus, it is required of students to be proficient in reading comprehension in addition to text reading [18]. Reading is more difficult than most students realize since the students have to comprehend the text's purpose and content in addition to merely reading a line and repeating it to someone else. In actuality, though, some English language learners have trouble reading the material [19]. It is clear that students have a variety of difficulties when it comes to comprehending what they are reading [20]. They struggle to comprehend new terminology, identify the primary concept, the social purpose, language structure, and linguistic features of the text as a whole. In addition, there are three

issues with teachers that might hinder their ability to help students comprehend a book when they read it. The book is too brief, the language is hard to comprehend, and the teaching and learning process lacks relevant media and instruction.

Students who experience this become less driven, focused, professional, and have poor self-efficacy—the conviction that one can learn or perform an action at a higher level in order to accomplish learning objectives and acquire reading abilities [21]. Reading becomes a motivational activity since many secondary school students believe that reading is difficult and requires a lot of energy because students understand the entire text. The desire to engage in such activities is linked to the notion of self-efficacy, which is a person's belief in their ability to accomplish or learn in various levels of tasks [22]. Enhancing one's self-efficacy is one way to help students learn more effectively. Self-efficacy as the effort and consistency that students use to complete their tasks [23],[24]. Self-efficacy has a crucial influence on the learning process by helping students to progress academically and cognitively.

As researchers, there are a number of factors that influence them, including not paying attention to reading, still reading very slowly, not understanding the reading material, and feeling like they have not mastered it. This is the case with Muhammadiyah Kutoarjo Middle School students in class VIII. They still find it difficult to read, lack confidence, and do not master the reading topics. Several essential elements in the process of learning to read include teachers as educators, professional teachers, content that is relevant to needs, proper techniques to achieve goals, evaluation as a tool to test skills, and infrastructure to support learning activities.

The teacher's method to the learning process, particularly reading, should be tailored to stimulate students' capacity to comprehend the material. Teachers must also be intelligent in picking the proper way to communicate content [25]. A suitable method is required to solve this issue. By employing the Suggestopedia method, the researcher hopes to address current issues and enhance students' reading skills and sense of self-efficacy.

One of the "humanistic approaches" that [26] created in the 1970s was Suggestopedia . In 1978, George Lozanov held the view that by using relaxation and concentration techniques, students might access their subconscious and ultimately learn and master the necessary language more quickly than they had previously realized [27]. The basic idea behind the Suggestopedia method is that by creating a comfortable learning environment, playing background music in the classroom, and encouraging student engagement, one may positively impact the outcomes of learning situations. Since this method is new to the field of education and aligns with the notion of active and enjoyable learning, students will find it comfortable and have a high level of motivation to study, it is intriguing to utilize [28-[30] . Teachers must to be vivacious, kind, and have a good outlook on their students. They must also be authoritative at the same time.

Lozanov states that there are four steps involved in putting the Suggestopedia method into practice: 1) First Concert (the instructor offers students a comprehension of the text's substance by slowly reading the material in a theatrical way accompanied by music); 2) Exposition (the teacher provides inspiration and positive ideas before the session begins). Third, elaboration (students read aloud individually or in groups), Fourth, practice (the teacher offers variations in learning to read with practice through singing, dancing, demonstrations, or games), and Fifth, concert (the teacher reads the text aloud accompanied by music while the students concentrate and focus on the text) [31]-[33]. In this case, researcher collaborated and innovated along with technological advancements as something new and distinctive in this research. Researchers employed a modern music player application that is popular among teens nowadays, specifically "Spotify" [34]. Sape is categorized as a chordophone and stringed instrument since it is a classic musical instrument with a distinctive and melodious tone [35].

The instrument, which has a broad body and a short, holdable grip at the top, is said to have come from the Dayak tribe. It is played by plucking and is referred to as a chordophone. Sape originally had three strings: the melody was played on the first string, while the rhythm was played on the second and third strings [36]. In addition, and in contrast to earlier studies, the researchers included the Indonesian instrumental song "Sape" as background music throughout the concert portion as the novelty of this research.

Many researchers and educators conducting research on Suggestopedia method found positive result. First, Budianto and Yuniar (2023) conducted the research entitled "The Effect of Suggestopedia Method on Indonesian EFL Learners' Reading Achievement". The result showed that the study's findings showed a statistically significant improvement in the Pre-test and Post-test scores. Additionally, there was a noticeable difference between the lessons taught using the traditional technique and the ones taught using Suggestopedia [37].

Then, the research was conducted by Harimu et.al (2022) entitled "Improving Students' Reading Comprehension Using Suggestopedia in Teaching Narrative Text". The finding showed that Students'

reading comprehension scores increased from the Pre-test to the Post-test, indicating that Suggestopedia had a highly favourable impact on students' reading comprehension. Moreover, Suggestopedia produces the following outcomes: (1) promotes calm and relaxation; (2) is enjoyable or thrilling; (3) quickens the learning process; and (4) places an emphasis on the improvement of linguistic abilities [38].

Despite some secondary schools have used the Suggestopedia method in English teaching learning, those English teaching learning still use the traditional method of reading skill [39]. It becomes necessary to compare the various method of teaching reading skill in order to determine how each affects students' reading abilities. Therefore, the researcher tries to use Suggestopedia method to facilitate comfortable student's self-efficacy and enhance reading skill. Research Question:

1. How does the technology-supported Suggestopedia method improve eighth-grade students' reading skills in comprehending recount texts at SMP Muhammadiyah Kutoarjo?
2. How does the implementation of the technology-supported Suggestopedia method influence students' reading self-efficacy at SMP Muhammadiyah Kutoarjo?

2. METHOD

This study employs the Classroom Action Research (CAR) method, which involves the collaboration and cooperation of researchers, practitioners, and laypeople to apply facts to problem-solving in social contexts in order to improve the quality of the actions taken [40]. In order to help teachers make decisions about how to improve their own practices, classroom action research often entails the use of qualitative interpretative techniques of inquiry and data collecting by teachers, frequently with academic assistance. The "practical" emphasis is on the interpretations and actions that teachers and students are taking in the given scenario. To put it another way, classroom action research goes beyond just examining how interpretations could differ "in theory" or from an idealistic, utopian perspective.

According to [41], the following is the basic process of action research (1) Creating plans: The plan should anticipate and call for organized activities that result in better behaviours, (2) Actions: Professional practice-related actions. Actions include innovation or renewal that deviates from customary practice, (3) Observation: Every action must be seen so that the researcher can respond to questions about how conduct is controlled in the classroom, how to foster a varied learning environment so that every student has an equal chance to succeed, and other related topics, (4) Reflection: recalling and analysing a behaviour precisely as it was noted during the observation.

The research participants were sixteen eighth-grade students from SMP Muhammadiyah Kutoarjo, who served as the subjects of this classroom action research. To assess the students' reading skills, reading tests consisting of 20 multiple-choice questions were administered during the pre-cycle, at the end of Cycle I, and at the end of Cycle II. These assessments were used to monitor the improvement of students' reading skills throughout the research cycles.

Then, observation that the researchers mostly observe students in the classroom and records an overview of their activities during the teaching and learning process. Furthermore, documentation is the process of gathering information from already-existing papers or records that have been saved, including books, periodicals, transcripts, and other materials. Using the documentation technique, the researchers gather data regarding questionnaires and interviews are some of the research instruments used. Finally, by using field note the researchers recorded field notes on specific issues or instructional behaviour throughout time, as well as classroom management and interactions between teachers and students.

Data collection is done offline. The research started with a needs analysis and characteristics mapping stage to identify potential issues and challenges with learning English, particularly with reading ability. The next steps are planning, action, observation, and reflection.

Thematic analysis was utilized to triangulate and interpret qualitative data, which included comments and ideas from respondents, as well as examination of pre- and post-test outcomes.

3. FINDINGS

The improvement of students' reading skill through technology supported Suggestopedia Method at eighth-grade students of SMP Muhammadiyah Kutoarjo.

In summary, the results showed that the researchers successfully used the Suggestopedia method, which aided the students in developing their reading skill. The following table displays the improvement for each of the three Cycles:

Table 1. Students Score in Preliminary Study (Pre-test), Post- Cycle I test and Post-Cycle II Score

	Criteria	No	Post-Cycle I	Post-Cycle II
1	Total score	810	1.035	1.295
2	Mean score	51	65	81
3	Passing	5 students (31%)	9 (56%)	13 students (81%)
4	Failed	11 students (69%)	7 (44%)	3 students (19%)

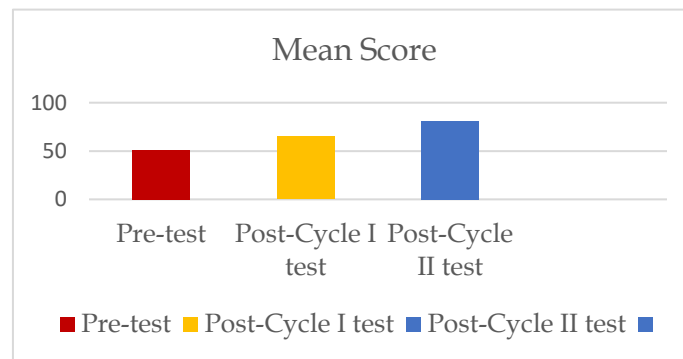


Figure 1. Students' Mean Reading Scores at the Pre-cycle, Cycle I, and Cycle II

The students' mean score at the start of the Pre-test was 51; it increased to 65 at the end of Cycle I and to 81 by the end of Cycle II. Following reflection, the researcher concluded that action research employing the Suggestopedia method can enhance students' self- efficacy and reading skill. The researchers concurred that the investigation was fruitful. Each finding from an interview and Likert scale survey is displayed in tables with statements from the meeting's outcome in the classroom:

Table 2. The result of Interview

Statement	I can do it well	I can do it	I cannot do it	I cannot do it at all
	Total students Percentage			
I will be able to achieve most of the goals I have set for myself.	8 50%	7 44%	1 6%	0 0%
When faced with a difficult English assignment, I am confident that I will complete it.	4 25%	11 69%	1 6%	0 0%
In general, I think I can get maximum results for me in learning English.	4 25%	9 56%	3 19%	0 0%
I am confident that I can succeed in doing my English assignment with whatever effort I put my mind to.	3 19%	12 75%	1 6%	0 0%
I will successfully overcome many challenges in doing English assignments.	2 13%	12 74%	2 13%	0 0%

I am confident that I can do many different tasks in English effectively.	2	10	4	0
	13%	62%	25%	0%
Compared to other student, I can do most English assignments very well.	3	9	4	0
	19%	56%	25%	0%
Even when things are tough, I can perform quite well.	3	9	4	0
	19%	56%	25%	0%

The questionnaire results indicated a high level of students' reading self-efficacy. For Statement 1, eight students (50%) agreed that they were able to achieve most of the goals they had set for themselves. Furthermore, twelve students (74%) agreed with Statement 4, indicating that they were confident in their ability to successfully complete English assignments regardless of the effort required. Similarly, twelve students (74%) agreed with Statement 5, demonstrating their confidence in overcoming challenges encountered while completing English assignments. These findings suggest that the implementation of the technology-supported Suggestopedia method contributed to strengthening students' reading self-efficacy. The low perception of self-efficacy on statement 1 (I will be able to achieve most of the goals I have set for myself) 1 student (6%) reported that they cannot do it, statement 2 (When faced with a difficult English assignment, I am confident that I will complete it) 1 student (6%) showed that they cannot do it, statement 4 (I am confident that I can succeed in doing my English assignment with whatever effort I put my mind to) 1 student (6%) said that they can do it.

4. DISCUSSION

The pre-cycle reading assessment revealed that the students' reading skills in comprehending recount texts were still at a low level, with a mean score of 51, which was below the school's minimum passing grade. This finding confirms that the students experienced difficulties in understanding the content of the text, identifying the main ideas, and comprehending language features, as highlighted by previous studies [13], [14]. Therefore, the researchers implemented the technology-supported Suggestopedia method through two action research cycles. At the end of Cycle I, the students' mean reading score increased to 65, indicating an improvement of 14 points compared with the pre-cycle assessment. Although the score had not yet reached the expected criterion, classroom observations showed that students became more actively involved in the learning process. Nevertheless, several students still lacked concentration and confidence during reading activities, indicating that further improvement was necessary. Consequently, the researchers continued the intervention in Cycle II.

Following the implementation of Cycle II, the students' mean reading score increased significantly to 81, exceeding the school's minimum passing grade. The gradual improvement across the pre-cycle, Cycle I, and Cycle II demonstrates that the technology-supported Suggestopedia method effectively enhanced students' reading skills in recount texts. This finding is consistent with Lozanov's Suggestopedia theory, which emphasizes that a relaxed and enjoyable learning environment, positive suggestion, and background music can reduce learners' anxiety and facilitate language acquisition [20], [21], [23]. The integration of Spotify as the music platform and Indonesian instrumental Sape music during the concert session further created a comfortable learning atmosphere that encouraged students to focus on the reading materials and participate actively in classroom activities. The present findings also support previous studies conducted by Budianto and Yuniar (2023), who reported that the Suggestopedia method significantly improved Indonesian EFL learners' reading achievement [27], and by Harimu et al. (2022), who found that Suggestopedia enhanced students' reading comprehension by creating a relaxing and enjoyable learning environment [28]. However, the present study extends these earlier findings by integrating technology through Spotify and incorporating Indonesian instrumental Sape music as background music during the Suggestopedia concert session. This innovation represents the novelty of the study and demonstrates that technology-supported Suggestopedia can improve not only students' reading skills but also their reading self-efficacy. The questionnaire findings further revealed that students developed a higher level of reading self-efficacy after participating in the learning activities. This result is in line with Bandura's concept of self-efficacy, which states that learners' beliefs in their capabilities influence the effort and persistence they invest in completing learning tasks [17], [18]. A supportive and enjoyable classroom environment enabled

students to become more confident in completing reading tasks and overcoming learning challenges. Therefore, the findings suggest that the technology-supported Suggestopedia method improved both students' reading skills in recount texts and their reading self-efficacy.

5. CONCLUSION

The researchers came to the conclusion that the Suggestopedia method had a considerable positive impact on the improvement of students' reading skills. The students' mean scores in Cycle I and Cycle II's teaching and learning process served as evidence for this. The average reading skill score of the students in Cycle I was 65, classified as fair, and increased to 81 in Cycle II, classified as good. The study's findings suggest that applying the Suggestopedia method helps students feel more confident about their reading abilities. Students that are highly self-efficacy in reading classes, particularly when it comes to reading activities, are driven by well- coordinated external and internal sources. These outside variables include parents who offer studying spaces, teachers who give homework assignments and resources to assist students study well, and classmates who support one another. Students that possess a high level of self-efficacy will be able to excel academically. Therefore, in order to accomplish the learning objectives, every student must have a high level of self-efficacy.

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