CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains two sections, which are conclusions as well as suggestions. The first section presents an overview of all research findings gathered during the research period. Meanwhile, the second section provides some recommendations based on this current research.

5.1 Conclusions

From the findings that were gained through tests, observation, and questionnaire, the researcher has made the following conclusions:

The first research question about the effectiveness of the use of the Suggestopedia method in improving reading comprehension of narrative texts has been answered well (see Chapter 4, Section 4.2.1). Based on the statistical results described earlier, a conclusion can be drawn that the implementation of the Suggestopedia method is effective for the improvement of students' reading comprehension, specifically regarding narrative text. It is proven by hypothesis testing which is the null hypothesis (H_o) states that the Suggestopedia method does not affect students' reading comprehension, while the alternative hypothesis (H_a) posits that it does have a significant positive effect. The statistical analysis revealed a significant difference between pre-test and post-test scores, leading to the rejection of the null hypothesis and supporting the alternative hypothesis. Therefore, a conclusion can be drawn that the

Suggestopedia method is effective for the improvement of students' reading comprehension of narrative text.

The second research question the observable effects of the Suggestopedia method on students' engagement during its implementation has been answered well (see Chapter 4, Section 4.2.2). The observation results showed that the Suggestopedia method for reading lessons led to improved comprehension of narrative text in students. In the first, second, third, and fourth observations, students showed their full performance and they looked happy and enthusiastic during the implementation of the Suggestopedia method. It is proven by the results of the findings that all of the observations (1-4) between 81% and 100% meet a very high standard. In conclusion, these results indicate that the Suggestopedia method has a significant positive effect on students' engagement during its implementation, as evidenced by the high levels of enthusiasm and performance observed across all sessions.

Meanwhile, the third research question about the responses of students towards the Suggestopedia method for the improvement of their reading comprehension of narrative texts has been answered satisfactorily (see Chapter 4, Section 4.2.3). Students' responses towards the Suggestopedia method for the improvement of their reading comprehension of narrative texts are positive. This can be proven from the results of the questionnaire, which has three indicators, namely interest, motivation, and learning effectiveness. Considering the results of the questionnaire, which highlighted these three indicators, the majority answered "agree" to these three

indicators. As a result, students proved that the Suggestopedia method is an effective method for reading lessons.

5.2 Suggestions

From the data analysis results in Chapter 4, some suggestions emerged from this research that can be used to make a better future. Here are the suggestions:

5.2.1 For Teachers

Teaching English may be difficult; consequently, in order to attract students' interest in the subject, it is important for teachers to be more selective in selecting appropriate approaches, techniques, as well as models for teaching English. The students' enjoyment should be the main goal, which could potentially have a positive impact on them. Using the Suggestopedia method to teach reading can increase motivation and interest in the process, leading to increased reading skills. The suggestion from the researcher is for the teacher to implement this method as it increases the motivation of students to learn English and enhances students' learning achievement, particularly in teaching reading.

5.2.2 For Students

Therefore, the result of the study is not solely for teachers, but also for students, especially senior high school students. Students must remain attentive to their teacher. To deal with the difficulty of reading narrative materials, students should attempt to implement the Suggestopedia method on their own and be involved in the classroom to make sure the teaching process is effective. In addition, students should actively

interact with the contents offered while participating in class. Relaxation methods, as stressed in Suggestopedia, may also help anxiety and create a more supportive learning atmosphere. Finally, students are encouraged to reflect on and discuss their reading experiences, since this can help them comprehend the materials they read.

5.2.3 For Other Researchers

The researcher expects for this research to be able to provide useful information for further research. This current research is only focused on the application of the Suggestopedia method for the improvement of students' reading comprehension, especially in narrative reading text. The suggestion from the researcher for another researcher is to carry out more research regarding the Suggestopedia method in other educational situations, such as distinct cultural backgrounds or among different age groups, to determine its adaptability and usefulness. Future research should look at the influence of Suggestopedia on other language abilities, such as speaking, listening, and writing, to have a more complete understanding of its potential. Finally, more research could be done to obtain detailed information from students and teachers about their experiences using Suggestopedia.