STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF TECHNOLOGY SUPPORTED SUGGESTOPEDIA METHOD

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Abstract

The objectives of this research were to find out the students' perception toward the implementation of technology supported suggestopedia method at eight students of SMP Muhammadiyah Kutoarjo. The researchers used quantitative descriptive research. The sample of this research was eight grade students of SMP Muhammadiyah Kutoarjo which consist of 16 students. The instrument used to collect the data was questionnaire. Based on finding, it was found that students gave positive perception toward the implementation technology supported suggestopedia method. The positive response came from their experience in learning process. The result of the research indicated that based on Likert's score analysis there were 15 (91%) out of the students was categorized positive perception in which score classification is 8-28, beside that there was 1 student (9%) with negative perception. It was categorized that Suggestopedia method used in teaching reading effective to apply, it helps the teaching reading process in the classroom. The recommendation for future research to conduct research related to using of Suggestopedia method in teaching reading.
Keywords: Students' perception, Suggestopedia, Method, Technology

Introduction

The requirement for teachers' and students' preparation for the impending shift to the 5.0 age in the educational system makes the research imperative. Education has a role in enhancing human resources to bring about change in a mature and independent society through learning that involves teachers and students (Dewi et al., 2023). Teachers help students become creative thinkers who are prepared to fight using the greatest tools available to them in the future (Dewi & Ratnaningsih, 2023). The major objectives of English instruction in Indonesia are to prepare students to read and write in English-language books and references, as well as to utilize the language for communication. Students must master a variety of talents when studying English (Tusino, et.al, 2023). Thus, the students to be proficient in the English language in reading, writing, speaking, listening, and other areas that need to be taught through the selected themes.

Reading is given more emphasis than the other three skills among the four mentioned above since it allows students to obtain information from the text they have read (Rachman et al., 2019). The four skills of English education—reading, writing, speaking, and listening—should be thoroughly addressed. To this end, teachers must handle a variety of resources both government-approved textbooks and other materials in an efficient and adaptable manner. An editorial that covers a wide range of current issues and requires a substantial amount of reading material is one that merits consideration from the perspective of reasoning (Naohisa, 2020).

Reading is the act of applying text to convey meaning. It implies that reading can provide access to various textual sources, including books, periodicals, newspapers, journals, and so on. Students can construct their own grammar rules by reading. Students improve their vocabulary mastery and gain an understanding of grammar and language structure. Reading involves two forms of interaction. Numerous cognitive processes are engaged simultaneously when reading. A key ability for learning a language is reading (Johnson, 2008). People comprehend concepts better the more they read. This indicates that reading helps students

concentrate on their vocabulary, grammar, and punctuation. Students can determine the text's theme, major concept, sentence, and paragraph by reading.

Oral, written, listening, and reading comprehension are some of the subject's core competencies; the last one might be challenging. A number of factors that contribute to this condition, including students' struggles with reading comprehension in their mother tongue and the dearth of readings relevant to their field of study. As a result, students find it difficult to comprehend and translate texts of moderate complexity when they should be using the specialized vocabulary (Miranda et al., 2020). The majority of students experienced difficulties with reading comprehension. Their reading comprehension was poor. They had no idea how to evaluate materials written in English. They were therefore uninterested in reading activities and did not find English literature enjoyable to read (Septia et al., 2022).

Drawing from his limited expertise in English language instruction, the researchers have noted that the researchers discovered that the majority of students at secondary school still pay insufficient attention when learning English, particularly when reading in class. Many of their reading difficulties include reading very slowly, having trouble understanding the material, feeling challenged when pronouncing words or vocabulary from the text, and lacking background information on the subject matter. They also doubted their ability to read aloud because they were bored with the reading subject and lacked fluency in reading. The teacher needed to find a creative or appropriate way to teach reading in order to address the issue with reading. They must also be able to make the classroom seem welcoming. In order to motivate students in reading English text. In order to guarantee that reading skill education is implemented successfully, the teacher must choose an appropriate method, as stated by (Chandra et al., 2020).

Reading becomes a motivational activity since many secondary school students believe that reading is difficult and requires a lot of energy because kids 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 (Bandura et al., 2006). Enhancing one's self-efficacy is one way to help students learn more effectively. Bandura (2006) defines self-efficacy as the effort and consistency that students use to complete their tasks. Self-efficacy has a crucial influence on the learning process by helping students to progress academically and cognitively.

Sensory information that shapes people's perception of the environment and their actions use the process of choosing, arranging, and interpreting as an example of perception. Sensation is produced by a stimulus, which initiates perception. Decisions and actions are based on perception. People's activities are influenced by perception, which is related to each sense (sight, hearing, touch, taste, and smell) (Selong et al., 2020). This is known as the natural (physical) process.

Mixed ability students can benefit most from learning when the Suggestopedia method is included in their reading classes. Suggestopedia is a method that has both a classroom and a physical setting. For the students, the process of teaching and learning may be cozy, enjoyable, and unwinding. Georgi Lozanov, a Bulgarian physician and psychotherapist, developed the teaching methodology known as Suggestopedia. It involves physical, instructional, musical, and creative pursuits (Ivanova & Dimova-Severinova, 2021). This study was carried out to examine the use of the Suggestopedia approach and to look at how students' reading abilities, self-efficacy, and perceptions improved.

The tremendous advancements in technology during the Industrial Revolution 5.0 period have an impact on all part of human existence, including schooling. Utilizing technology as a teaching tool can be challenging, particularly for children learning English. These days, students acquire the three sets of skills required for ELT: information, media, and technology skills, life and job skills, and learning and innovation skills. Teachers and students must possess

digital literacy and abilities as a result of the teaching-learning process's digitization (Setyawati, 2024). The introduction of digital technology has completely changed how we interact with the outside world, communicate, and learn. The education sector has also been impacted by the digital revolution, which presents opportunities as well as difficulties for language teachers looking to improve their methods of instruction. Spotify is one such technical advancement with enormous potential for English Language Teaching (ELT). It is a widely used music streaming service (Meisa et al., 2023). The founders of Spotify, Daniel Ek and Martin Lorentzon, first proposed the concept in 2005. When they were at an apartment in Sweden discussing music, they came up with the concept for the Spotify service. at 2007, they released a beta version to the public. Many devices, including PCs, phones, tablets, speakers, TVs, and cars, are compatible with Spotify. It is easy to swap between devices with Spotify Connect. Users may access enormous music archives on their devices over the internet thanks to Spotify and other companies in the music streaming industry. Businesses in this industry rely on membership fees and advertisements for revenue. The market for music streaming is expected to expand at a compound annual growth rate of 15.4% between 2019 and 2024. 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" (Hodgson, 2021).

Music facilitates artistic expression, emotional communication, narrative, and social interaction. It also allows people to express a broad range of ideas and meanings, hence music is a vital aspect of communication (Setyawati & Dewi, 2024). Sape is categorized as a chordophone and stringed instrument since it is a classic musical instrument with a distinctive and melodious tone (Pilang et al., 2022). 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 (Darlene, 2023). 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) did a study called *"The Effect of Suggestopedia Method on Indonesian EFL Learners' Reading Achievement".* The study's findings resulted in a statistically significant improvement in both pre-test and post-test scores. Furthermore, there was a substantial difference between the lessons given using the conventional approach and those taught using Suggestopedia (Budianto & Yuniar, 2023).

Second, research has shown that using the Suggestopedia method improves students' reading skills. T observe 14, 25925926 and T table 1, 675590502 are the findings of this study, which was conducted to determine the efficacy of the suggestopedia method's application. Sumadyo et al., 2022., conducted research titled *"The Effectiveness of Applying Suggestopedia Method Towards Reading Skill."*(Sumadyo et al., 2022).

The third study, *"Improving Students' Reading Comprehension Using Suggestopedia in Teaching Narrative Text,"* was then carried out by Harimu et al. in 2022. Suggestopedia had a very positive effect on students' reading comprehension as demonstrated by the finding that reading comprehension scores for students increased between the Pre-test and Post-tests. Suggestopedia also promotes peace of mind and relaxation, is thrilling or amusing, quickens the learning process, and places a strong emphasis on linguistic proficiency (Harimu et al., 2022).

Despite some secondary school have used the Suggestopedia method in English teaching learning, those English teaching learning still use the traditional method of reading skill (Suyadi, 2021). 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 is the students' perception toward the implementation of technology supported Suggestopedia Method?

Methods

The researchers employed descriptive quantitative research in their study. The term "descriptive quantitative method" refers to data that is generated by numerical and statistical analysis. In this study, eight SMP Muhammadiyah Kutoarjo students' perceptions of the use of the technology-supported Suggestopedia method were examined by the researchers.

Instrument

Data gathering is crucial in any scientific inquiry since it indicates the students' reading skill based on the study results. In this example, the researchers employed a questionnaire to collect data and corroborate the findings. A questionnaire is a research tool that contains questions intended to elicit information from respondents. A questionnaire often collects data through both open and closed-ended questions. In this study, the researchers used close questions to collect data in a systematic way to learn about students' perceptions of teachers' methods.

Data Analysis

The researchers assess the data collected from the questionnaire. The data is examined on the Likert scale. Each response is assigned a point value, and an individual's score is calculated by adding the point values for each sentence. The following point values may be awarded to affirmative replies in response. 4 people strongly agree, 3 people agree, 2 disagree, and 1 strongly disagree. To get the main score of the students, the researchers use the following formula.

1. Calculating the Total Score of Each Respondent from Questionnaire

TABLE 1 LIKERT SCALE AND SCORING

ITEMS	SCORE	
	Positive	**Negative**
Strongly Agree (SA)	4	1
Agree (A)	3	2
Disagree (D)	2	3
Strongly Disagree	1	4

(Sugiyono, 2017)

$$P = \frac{F}{N} \text{ X 100 \%}$$

Which:

P = Percentage

F = Frequency

N = Number Sample

100 % = Constant Value

(Sugiyono, 2017)

2. **The Questionnaire Answer Have been Analyzed Using the Percentage System Listed Below.**
   To get the main score of the students, the researchers use the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$ = The mean of the score
$\sum x$ = Total score
N = Total sample
If questionnaire consist of 7 items, the score is classified as follow:
7 x 4 = 28 maximum score
7 x 1 = 7 undecide score/ low score

TABLE 2 LEVEL OF PERCEPTION

LEVEL OF PERCEPTION	SCORE
Positive	8-28
Negative	0-7

If the students' mean score is more than 8, it suggests that they have a good perception of the teachers' method, whereas a number less than 8 shows a negative assessment of the teachers' method.

Finding and Discussion
Finding
The researchers employed a questionnaire in this study to collect more reliable and valid data, and they reported the findings of their data analysis based on the issue statement in this section.

Table 3 *I Like Reading Recount Text by Using Suggestopedia Method In The Class.*

No	Items	Frequency	Percentage
1	Strongly Agree	4	25 %
2	Agree	9	56%
3	Disagree	3	19%
4	Strongly Disagree	0	0%
	TOTAL	**16**	**100%**

Table 3 shows that 4 students (25%) picked strongly agree (SA), 9 students (56%) chose agree (A), 3 students (19%) chose disagree (D), and 0 students did not choose strongly disagree (SD). This suggests that the majority of students at SMP Muhammadiyah Kutoarjo, particularly in eighth grade, enjoy reading recount texts created using the Suggestopedia method.

Table 4 *Suggestopedia Method Help Me Understand Reading Text Well.*

No	Items	Frequency	Percentage
1	Strongly Agree	3	19%
2	Agree	10	62%
3	Disagree	3	19%
4	Strongly Disagree	0	0%
	TOTAL	**16**	**100%**

Table 4 reveals that 3 (19%) of the students picked strongly agree (SA), 10 (62%) chose agree (A), 3 (19%) chose disagree (D), and 0 (0%) did not choose strongly disagree. It indicates that the majority of student at SMP Muhammadiyah Kutoarjo, particularly those in eighth grade, grasp reading recount material, which is aided by the Suggestopedia method.

Table 5 *Using Suggestopedia Method in Learning Proses Can Make Me More Active.*

No	Items	Frequency	Percentage
1	Strongly Agree	4	25%
2	Agree	10	62%
3	Disagree	2	13%
4	Strongly Disagree	0	0%
	TOTAL	**16**	**100%**

       Table 5 indicates that, of the students at SMP Muhammadiyah Kutoarjo, the majority (especially for the eighth grade) chose to be more active, with 4 (25%) choosing strongly agree (SA), 10 (62%) choosing to agree (A), 2 (13%) choosing to disagree (D), and 0 (0%) not choosing to strongly disagree (SD).

Table 6 *I Find It Difficult to Understand Reading Because I Don't Know the Meaning in Indonesia and Using Suggestopedia Method Help Me Understand the Contents of the Text.*

No	Items	Frequency	Percentage
1	Strongly Agree	3	19%
2	Agree	10	62%
3	Disagree	2	13%
4	Strongly Disagree	1	6%
	TOTAL	**16**	**100%**

       Table 6 shows that 3 (19%) out students chose strongly agree (SA), 10 (62%) chose agree (A), 2 (13%) chose disagree (D), and 0 (0%) a student chose strongly disagree (SD). It means most of the students at SMP Muhammadiyah Kutoarjo especially for eight grade understand the content of the text which helped by using Suggestopedia method.

Table 7 *Which Makes It Difficult for Me to Understand Reading in English Recount Text Because Due to Lack of Vocabulary in Myself.*

No	Items	Frequency	Percentage
1	Strongly Agree	6	38%
2	Agree	7	43%
3	Disagree	3	19%
4	Strongly Disagree	0	0%
	TOTAL	**16**	**100%**

       Table 7 shows that 6 (38%) out students chose strongly agree (SA), 7 (43%) chose agree (A), 3 (19%) chose disagree (D), and 0 (0%) a student chose strongly disagree (SD). It means most of the students at SMP Muhammadiyah Kutoarjo especially for eight grade feel difficult to understand reading recount text because they lack of vocabulary.

Table 8 *I'm Low in Reading Comprehension Because I Don't Understand English.*

No	Items	Frequency	Percentage
1	Strongly Agree	4	25%
2	Agree	8	50%
3	Disagree	3	19%
4	Strongly Disagree	1	6%
	TOTAL	**16**	**100%**

       Table 8 shows that 4 (25%) out students chose strongly agree (SA), 8 (50%) chose agree (A), 3 (19%) chose disagree (D), and 1 (0%) a student chose strongly disagree (SD). It means

most of the students at SMP Muhammadiyah Kutoarjo especially for eight grade feel low in reading recount text because they did not understand English.

Table 9 *Using Suggestopedia Method in Reading Recount Text Make Me Easier for Me to Do Exercise on Recount Text Questions.*

No	Items	Frequency	Percentage
1	Strongly Agree	3	19%
2	Agree	8	50%
3	Disagree	5	31%
4	Strongly Disagree	0	0%
	TOTAL	**16**	**100%**

Table 7 shows that 4 (25%) out students chose strongly agree (SA), 8 (50%) chose agree (A), 3 (19%) chose disagree (D), and 1 (0%) a student chose strongly disagree (SD). It means most of the students at SMP Muhammadiyah Kutoarjo especially for eight grade feel easier for them to do exercise on recount text questions by using Suggestopedia method.

Table 10 Mean Score for Each Statement (1-7 Statement)

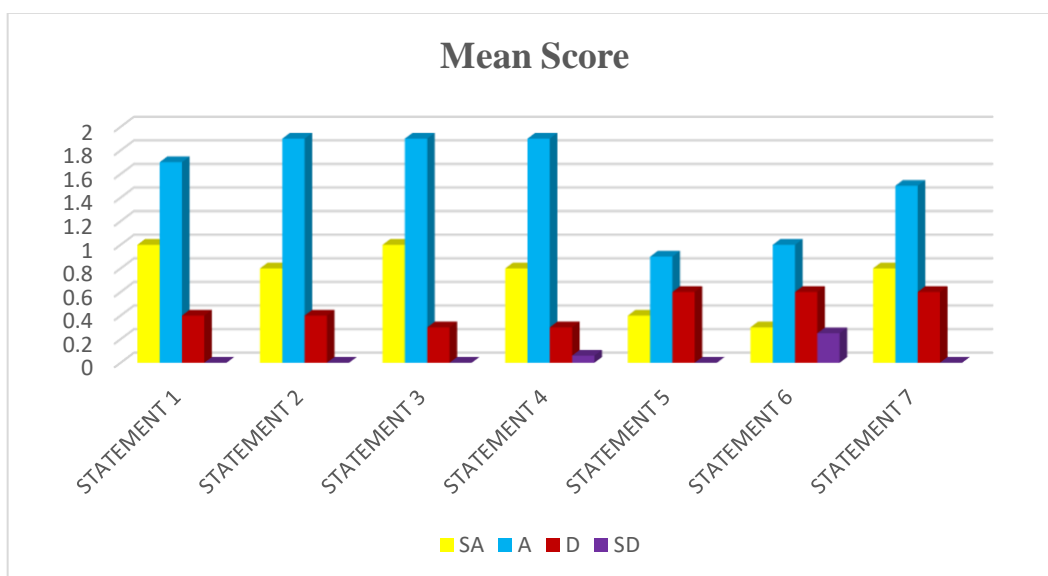| Statement	Score							
	(SA)	Mean	(A)	Mean	(D)	Mean	(SD)	Mean
1	16	1,0	27	1,7	6	0,4	0	0,00
2	12	0,8	30	1,9	6	0,4	0	0,00
3	16	1,0	30	1,9	4	0,3	0	0,00
4	12	0,8	30	1,9	4	0,3	1	0,06
5	6	0,4	14	0,9	9	0,6	0	0,00
6	4	0,3	16	1,0	9	0,6	4	0,25
7	12	0,8	24	1,5	10	0,6	0	0,00
Total	**78**	**4,9**	**171**	**10,7**	**48**	**3,0**	**5**	**0,31**
	Total Score = 302							
	Total Mean Score = 18,9							

Figure 1. Mean Score

Table 11 Category Of Students' Perception On The Use Suggestopedia Method

Category	Score Classification	Frequency	Percentage (%)
Positive	8-28	15	91%
Negative	0-7	1	9%
Total		16	100%

According to the above table, 15 students (91%) have a positive perception of using the Suggestopedia method, while 1 student (9%), has a negative perception. As a result, the majority of students have positives perceptions, while others have negative ones.
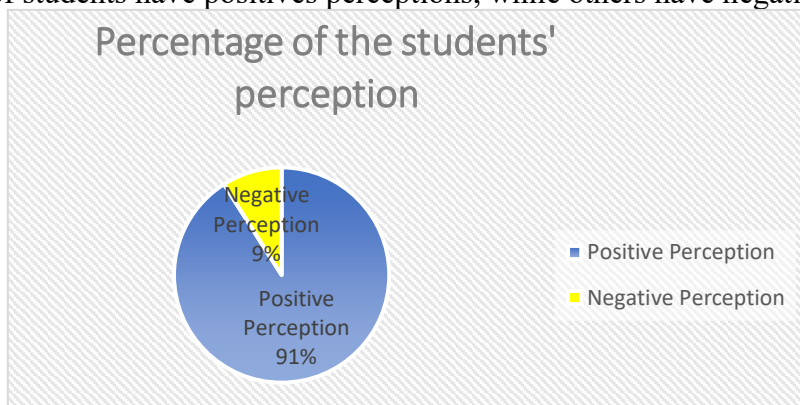

Figure 2. Pie Diagram The Result Of The Students' Perception Using Suggestopedia Method

According to Khabibah explained that ascertain the type of answer provided by students in relation to a criterion by comparing the percentage results with positive criteria (Khabibah, 2006; Yamasari, 2010)

Table 12. Students' Response Criteria

Percentage	Category
85% ≤ Students' Response	Strongly Positive
70% = Students' Response < 85%	Positive
50% =Students' Response < 70%	Less Positive
Students' Response < 50%	Not positive

The data analysis of the questionnaire reveals that 15 students (91%) have a favorable view of using the Suggestopedia method, whereas 1 student (9%), has a negative perception of using the Suggestopedia method. Therefore, most of the students have positive perspective (Students' Response) 91 % and some of students have negative perception 9 % that implies the categories are "strongly positive" based on consulting the theory above.

Discussion

This study sought to understand how students felt about the use of the Suggestopedia method when teaching reading. The results indicated that, when the Suggestopedia method was used, the majority of students responded positively to the teaching process. Numerous studies also demonstrated the positive effects of the Suggestopedia method. Galti, A. (2018) claimed that the Suggestopedia method motivates students, makes learning easy, and allows for learner autonomy in the classroom. This study's findings support Galti's assertions. The results show that because the Suggestopedia class stimulates them, the students enjoy it. In a language learning class, it was thought that using music, photos, posters, and the instructor's upbeat demeanor were all crucial components that might create a cozy atmosphere and inspire students (Galti, A 2018).

Deswarni, et.al, (2023) revealed that the findings of their study indicate that users place a high value on Suggestopedia's capacity to raise motivation, engagement, and language

proficiency. Positive feedback on Suggestopedia's impact on speaking abilities, curiosity, social interaction, and cultural knowledge demonstrates how effective it is in promoting integrative motivation. Conversely, a greater proportion of respondents who wish to learn English for practical purposes respond negatively. The majority of participants still had valid reasons for studying English, demonstrating the importance of the language for both professional and personal development. This might indicate that some participants saw English as a means of achieving practical goals or advancing their professions. Overall, the results suggest that the Suggestopedia method might be a useful tool for language learners to be motivated, and that integrating motivation into language learning method—especially in English speaking classes—may be advantageous.

One of the target languages taught in schools from middle school through university is the study of English. Some students still experience nervousness and lack of confidence while speaking English as one of the target languages, or what would be called a foreign language in Indonesia. There hasn't been enough focus on the emotional roller coaster that is learning a foreign language in the study of language acquisition. Therefore, it's critical to employ study techniques that can provide student joy. The Suggestopedia method is one such tactic that may strengthen the bond between teachers and students. It is stressed that teachers have a creative and authoritative role in offering extremely inspiring learning experiences that inspire students to aim for both topic mastery and academic success. Students who employed the Suggestopedia methodology had a higher success rate than those who got training using traditional methods. Therefore, it is recommended that language pedagogy be included in university and teacher training program curriculum to provide student teachers with the opportunity to learn about the newest method to teaching English in the classroom and motivate their students. (Deswarni et al., 2023).

Furthermore, using the Suggestopedia method helps to improve students' reading skills and self-efficacy. It also makes it easier for the teacher to deliver information or materials to students. The method supported by Spotify and the background of the music is Nusantara Instrumental "Sape". The Use of Suggestopedia approach in teaching reading is urgently required. The Suggestopedia method can help students enhance their self-efficacy, which affects their abilities and mental capacity to learn to read. Besides, it was collected through suggestion since this method allows the teacher to create a relaxed environment in which students may readily understand the meaning of the recall text. With music playing in the background, students may picture their thoughts and then convey them to others. The Suggestopedia method was used to analyse the data from the questionnaire, which revealed that the majority of students responded positively. As a result, the researchers found that eight-grade students at SMP Muhammadiyah Kutoarjo had a good opinion of the Suggestopedia technique for teaching reading.

Conclusion

The researchers came to the conclusion that in order to teach reading using the Suggestopedia method, a teacher must help students improve their reading skills based on their findings and conversation. The English teachers should set up an efficient learning environment in the classroom. One method that English teachers might employ is the Suggestopedia method, which is engaging and effective in drawing students' attention to the teaching and learning process—particularly in reading classes.

The success of an English teacher in the classroom can be measured by the level of interaction between the teacher and the students, as well as the ease with which the students comprehend the meaning of the text in the reading class. According to the students' perceptions of using the Suggestopedia method in teaching reading, Suggestopedia is a good method in the

learning process, particularly in teaching reading, and it also helps students improve their self-efficacy, such as their ability to be successful.

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