

Enhancing Students' Mastery in Reading Skill with Suggestopedia Technique by Game-Based Learning

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Abstract

This study examines the effectiveness of the Suggestopedia technique combined with game-based learning (GBL) in improving the reading skills of grade X students at SMK N 4 Kendal, especially in recount texts. A total of 68 students participated in this study, who were divided equally into an experimental group consisting of 34 students from grade X APAT 1 and a control group consisting of 34 students from grade X APAT 2. The results showed a significant increase in the experimental group compared to the control group. In the control group, the average pre-test score was 56.88 “Inadequate”, increasing to 67.35 “Adequate” in the post-test. Meanwhile, the experimental group showed a much greater increase, with an average pre-test score of 59.06 “Inadequate” and increasing significantly to 89.47 “Excellent” in the post-test. Statistical analysis using the Wilcoxon test confirmed that this increase was significant ($p < 0.05$). Student feedback reinforced the success of the method. Most students in the experimental group found the learning process more interesting, interactive, and enjoyable than the traditional method. Specifically, 57.3% of students stated that incorporating games into the learning activities significantly improved their comprehension of the recount text while increasing their motivation and engagement. Suggestopedia Technique combined with Game-Based Learning proved to be a more effective approach for enhancing students' reading skills in recount texts.

Keywords: Reading Skill, Suggestopedia Technique, Game-Based Learning

Introduction

Reading ability is one of the basic skills that is very important in learning English. As one of the four main skills in language, reading has a significant role in supporting the development of knowledge, critical thinking, and cross-cultural understanding. Evelina Galaczi (2018) states that reading enables indirect communication that complements face-to-face interactions, as well as

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providing access to various information through books, articles, and other written resources. In the context of education in Indonesia, reading ability is also one of the main competencies tested in students' final exams.

However, the reality in the classroom shows that many students still face difficulties in understanding English texts. This difficulty is often caused by limited vocabulary, low motivation to learn, and less interesting teaching methods. In traditional teaching, reading learning tends to be teacher-centered and involves monotonous activities such as passive reading and answering questions without meaningful interaction. This causes students to feel bored and less motivated to improve their reading skills. This problem is also exacerbated by the presence of an affective filter as explained by Krashen (1982), namely a psychological barrier that appears when students feel anxious or stressed in the learning process. Factors such as low self-esteem, pressure to achieve high grades, and rigid learning environments often increase students' anxiety, thus hindering their ability to absorb new material.

As a solution to overcome this problem, innovative student-centered learning approaches are increasingly being explored. Two methods that show great potential in improving reading skills are the Suggestopedia technique and game-based learning (GBL). The Suggestopedia technique, developed by Georgi Lozanov, uses a relaxed and positive learning atmosphere to reduce students' anxiety. By using classical music, positive suggestions, and visualizations, this method creates a comfortable learning environment so that students can more easily absorb the learning material. On the other hand, GBL offers an interactive and fun approach to learning. By integrating game elements such as competition, challenges, and rewards, this method encourages students to be actively involved in learning. Previous research has shown that GBL can increase students' motivation, engagement, and critical thinking skills.

The combination of Suggestopedia and GBL creates a holistic approach that focuses not only on cognitive aspects, but also on students' emotional needs. Through an interactive, relaxed, and enjoyable learning atmosphere, students can learn more effectively and enjoy the process of learning to read. Therefore, this study aims to evaluate the effectiveness of the combination of Suggestopedia and GBL in improving the reading skills of grade X students of SMK N 4 Kendal, with a focus on recount texts.

This study is also expected to contribute to the development of innovative English teaching methods, which are able to improve reading skills while overcoming emotional barriers that students often experience.

Literature Review

a. Reading Skill

Reading is a fundamental cognitive process that involves interpreting and understanding written symbols, allowing individuals to derive meaning from text. This complex activity combines visual perception, linguistic knowledge, and cognitive functions to decipher symbols and understand their meaning. It is an essential skill for communication, learning, and personal growth. Reading requires comprehension—getting the meaning of a text. This

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involves higher-order thinking, as readers interpret words and sentences, relate them to their own knowledge, and infer deeper meaning. Factors such as vocabulary, prior knowledge, and contextual understanding influence comprehension. The complexity of the language, the structure of the text, and the clarity of ideas also play a role.

In education, reading is central to student development. Teachers use strategies such as phonics for decoding and comprehension techniques such as summarizing, predicting, and questioning. Innovative methods, including game-based learning and Suggestopedia, combine fun and interactivity, motivating students and improving retention, especially for language learners. Reading goes beyond word recognition; it is a dynamic process involving decoding, comprehension, and critical engagement.

b. Suggestopedia Technique

The Suggestopedia technique, developed by Bulgarian educator Georgi Lozanov, is a teaching method designed to enhance learning by creating a relaxed and engaging environment. Suggestopedia combines elements of suggestion, music, art, and positive reinforcement to accelerate learning, especially in language acquisition. Classical music, such as Baroque compositions, is often played during learning sessions to create a calm and harmonious environment. Interactive activities such as storytelling, and games are an important part of Suggestopedia. Suggestopedia encourages faster and more enjoyable learning. This holistic approach makes learning a more enriching and effective experience.

c. Game Based Learning

Game-Based Learning (GBL) is an educational strategy that uses game aspects to engage and encourage students, facilitate active involvement, and improve the learning experience. Learning objectives are interwoven into game mechanics, storylines, and activities in GBL, which transforms instructional information into interactive and immersive experiences.

d. Recount Text

Gerot and Wignell describe recount text as a type of text that recounts events or experiences from the past. The structure of a recount text typically consists of an orientation, a sequence of events, and a re-orientation, with the use of past tense being common.

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Research Methodology

According to the study, the writer used a Mixed Method. It refers to combining quantitative and qualitative methods (Cresswell, 2014). The mixed method used in this research is explanatory as it begins and is dominated by quantitative data. The quantitative method is used to calculate the result of the data. Whereas, the qualitative method is used to gain the students' opinions by using questionnaires.

This quasi-experimental approach aimed to investigate the cause-and-effect relationship between the teaching methods by comparing outcomes in the experimental and control groups.

Table 1: Research Design

| Group | Pre-Test | Treatment | Post-Test |
|--------------------|----------|-----------|-----------|
| Experimental Group | X1 | O | X2 |
| Control Group | Y2 | - | Y2 |

a. Participants / Subject / Population and Sample

The population was the tenth-grade students of SMK N 4 Kendal in academic year 2023/2024. The experimental class composed of 34 students and the control class is composed of 34 students, the total samples are 68 students. The classes selected are X APAT 1 as the experimental group and X APAT 2 as the control group.

b. Instrument of the Research

The researcher employed research instruments throughout the course of the study. Instruments are important in the data collection process.

A pre-test is an evaluation given before a particular educational intervention or teaching period to measure students' prior knowledge, skills, or abilities in a subject area.

A post-test is an assessment conducted after the completion of a learning activity.

A questionnaire is a list of questions or items used to collect data from respondents about their attitudes, experiences, or opinions.

c. Techniques of Data Analysis

To determine the ability to read recount texts taught without using suggestopedia techniques with game-based learning, researchers determined the average value for the test results. To investigate whether the difference between students' abilities in reading recount texts using suggestopedia techniques with game-based learning and without suggestopedia techniques with game-based learning is significant or not, researchers compared the two average values of the pre-test and post-test results. Researchers analyzed the data using SPSS version 26. Researchers present the results of the study using descriptive statistics and the Wilcoxon test.

Descriptive statistics are a collection of statistical methods and techniques used to provide an explanation of a data set. Its main purpose is to provide a concise and easy-to-understand data analysis with the intention of encouraging researchers, analysts, and

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decision makers to understand the underlying characteristics of the data without having to draw conclusions other than the parameters specifically stated. The

Wilcoxon test is a non-parametric statistical significance test and is used for the purpose of comparing paired data. If the data does not meet the assumptions required for parametric tests such as the paired t-test, this method is worth using.

Findings

- a. **The Students' reading skill of class tenth grade before being taught using suggestopedia technique.**

Table 2:

The Mean of Pre-Test in Experimental Class and Control Class

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------|----|---------|---------|-------|----------------|
| PRE-TEST CONTROL | 34 | 42 | 76 | 56.88 | 9.984 |
| PRE-TEST EXPERIMENTAL | 34 | 44 | 74 | 59.06 | 7.207 |
| Valid N (listwise) | 34 | | | | |

Based on the score that has been calculated by the researcher, it shown that mean of pre-test control class is 56.88. the maximum score is 76, while the minimum is 42. In addition, standard deviation is 9.984. it can be concluded that the students had failing reading skill.

The mean score of pre-test experimental class is 59.06. the maximum score is 74, while the minimum is 44, and the standard deviation is 7.207.

It can be concluded the mean of pre-test in control class is 56.88 "Inadequate" and pre-test of experimental class is 59.06 "Inadequate" received rating of inadequate. It indicates that the students still do not completely understand about how to understand reading optimally in recount text.

- b. **The significance difference of students' ability in reading recount text taught without suggestopedia technique by game-based learning and taught by suggestopedia technique with game-based learning.**

Since the data were not normally distributed but homogeneous, the researcher used the Wilcoxon Test. There is a non-parametric test known as the Wilcoxon Test which is used to determine whether there is a significant difference between two sets of paired data that are not normally distributed. The researcher applied the suggestopedia technique to increase students' interest in reading recount texts in the experimental class. Before and after the application of the treatment, the Wilcoxon test was used to make a comparison between the results of the experimental group. The hypothesis states that there is a substantial difference in students' reading ability as measured by the pre-test and post-test, this means that there is

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a clear benefit in using collaborative reading strategies in the experimental class if $Asymp.Sig < 0.05$. The results can be seen as follows:

Table 3: Wilcoxon Test

| Ranks | | N | Mean Rank | Sum of Ranks |
|--|----------------|-----------------|-----------|--------------|
| POST-TEST CONTROL - PRE-TEST CONTROL | Negative Ranks | 4 ^a | 6.75 | 27.00 |
| | Positive Ranks | 22 ^b | 14.73 | 324.00 |
| | Ties | 8 | | |
| | Total | 34 | | |
| POST-TEST EXPERIMENTAL - PRE-TEST EXPERIMENTAL | Negative Ranks | 0 ^c | .00 | .00 |
| | Positive Ranks | 34 ^d | 17.50 | 595.00 |
| | Ties | 0 ^e | | |
| | Total | 34 | | |

- a. POST-TEST CONTROL < PRE-TEST CONTROL
- b. POST-TEST CONTROL > PRE-TEST CONTROL
- c. POST-TEST CONTROL = PRE-TEST CONTROL
- d. POST-TEST EXPERIMENTAL > PRE-TEST EXPERIMENTAL
- e. POST-TEST EXPERIMENTAL = PRE-TEST EXPERIMENTAL
- f. POST-TEST EXPERIMENTAL < PRE-TEST EXPERIMENTAL

From 34 students, the experiment class got an increase in their scores. The mean rank of improvements in experimental class is 17.50 with the sum of ranks is 595.00. Meanwhile, in the control class, 22 students got increase and 8 students had the same score with their pre-test score. The mean rank of improvements in control class is 14.73 with the sum of ranks is 324.000.

| | POST-TEST CONTROL - PRE-TEST CONTROL | POST-TEST EXPERIMENTAL - PRE-TEST EXPERIMENTAL |
|------------------------|--------------------------------------|--|
| Z | -3.776 ^a | -5.098 ^a |
| Asymp. Sig. (2-tailed) | .000 | .000 |

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The decision of Wilcoxon-Test is if the $Asymp. Sig. (2-tailed) < 0.05$, the data is accepted. However, if the $Asymp. Sig. (2-tailed) > 0.05$, the data is rejected. From table, it can be described in the output statistics that the value of $Asymp.Sig (2-tailed)$ is 0.000, so the value is less than 0.05. The conclusion is “hypothesis is accepted”.

The Z value of control class is -3.776 and the Z value of experimental class is -5.098. The statistics of Wilcoxon-Test showed that the experimental class gave higher

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score. It can be concluded that the used of suggestopedia technique with game-based learning was effective to enhances students' mastery in reading skill of recount text.

c. The Students perception towards the use of suggestopedia and without suggestopedia technique

The study involved 68 students divided into two classes: an experimental class using the Suggestopedia technique with Game-Based Learning, and a control class using traditional methods. From the questionnaire, most students preferred learning with Suggestopedia and Game-Based Learning. In the pre-test, 70.6% of students rated the difficulty level as neutral, meaning the test was fair and effectively measured their basic skills without being too easy or too hard.

Students also shared their thoughts on the activities. About 58.8% enjoyed reading recount texts using Suggestopedia and Game-Based Learning, showing this method made learning more fun and engaging compared to traditional approaches.

Games were another key element in teaching. A total of 57.3% of students agreed or strongly agreed that games were a fun and effective way to improve their reading skills. This shows that Game-Based Learning helped create an enjoyable and interactive atmosphere, although some students felt the games could be improved.

The Suggestopedia and Game-Based Learning methods helped make learning more effective and enjoyable for most students. However, some areas, like game design, could be improved to benefit all students better. With these adjustments, the method could further enhance students' reading skills and learning experiences.

Discussion

The results of the study showed that the application of the Suggestopedia technique combined with game-based learning (GBL) significantly improved the reading skills of grade X students of SMK N 4 Kendal, especially in understanding recount texts. Based on the data obtained, there was a significant difference between the average pre-test and post-test scores in the experimental and control groups.

In the control group, the average pre-test score was 56.88, which is included in the "Inadequate" category, and increased to 67.35 in the post-test, which is included in the "adequate" category. On the other hand, the experimental group showed a much more significant increase. The average pre-test score was 59.06 in the "Inadequate" category, and increased to "89.47" in the post-test, which is included in the "Excellent" category. The results of statistical analysis using the Wilcoxon test showed a significant value ($p < 0.05$), which indicated that the increase in reading ability in the experimental group was statistically significantly different compared to the control group.

Students' perceptions of the learning method also reflect the success of the Suggestopedia technique combined with GBL. The majority of students in the experimental group gave positive responses. They stated that this method was more interesting, interactive, and fun than the traditional method. As many as 57.3% of students stated that the game

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element in learning greatly helped them in understanding the recount text better, as well as increasing their motivation and involvement in the learning process.

These results confirm that the combination of Suggestopedia and GBL is effective in creating a supportive learning environment. Some of the main points that can be highlighted from the results of this study are the advantages of the Suggestopedia technique and the benefits of GBL in learning. The Suggestopedia technique, with the use of music, a relaxed atmosphere, and positive suggestions, has been shown to help reduce students' anxiety and increase their confidence in reading. Meanwhile, the game element in GBL encourages active student involvement, increases learning motivation, and facilitates effective collaborative learning.

The significant differences observed between the experimental and control groups indicate that this method is superior to the traditional method, which tends to be teacher-centered and less actively involves students. This conclusion is also in line with previous studies that highlight the effectiveness of Suggestopedia and GBL techniques in improving language skills, especially reading. Thus, this study not only provides empirical evidence of the benefits of these methods, but also offers practical and theoretical contributions to the development of innovative and student-centered English learning methods.

Kiki Wahyuni (2018) studied "Improving Students' Reading Skill Through Suggestopedia Method at SMPN 8 Palopo." Both studies use the suggestopedia method to improve English skills, but her focus was on narrative texts for junior high school students, while this study focuses on recount texts for vocational high school students.

Lisnawati Sulastri (2020) researched "The Effect of Using Suggestopedia Method on Reading Comprehension in Descriptive Texts at SMA N 8 Kota Jambi." Both studies use experimental methods with random sampling, but her focus was on reading comprehension, while this study focuses on general reading skills.

Deavy Murfita and Dian Novita (2020) studied "Suggestopedia Method as an Effective Method in Teaching Reading Comprehension at SMK Walisongo 1 Gempol." Both studies use similar data analysis methods, but their research combined quantitative and qualitative approaches, while this study does not.

Suyadi (2021) explored "The Impact of the Suggestopedia Method on Senior High School Students' Reading of Descriptive Texts." Both studies use suggestopedia, but his research added game-based learning as a teaching tool.

Conclusion

This study shows that the application of the Suggestopedia technique combined with game-based learning (Game-Based Learning) is effective in improving the mastery of reading skills of grade X students of SMK N 4 Kendal, especially in understanding recount texts. As a result, students who were taught using this technique achieved a higher average post-test score compared to students who were taught using traditional methods. The Suggestopedia technique creates a relaxed and supportive learning environment, while game-based learning

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increases students' active involvement and motivates them to learn in a more enjoyable way. This method also helps reduce students' anxiety in learning, so that they are more confident and motivated to improve their reading skills. The positive response from students to this method confirms the effectiveness of this approach in creating an interactive and relevant learning experience.

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