

The use of Suggestopedia in improving students' achievement in writing procedure text on second year of junior high school student

M. Almynadi Lihawa¹, Patuan Raja², Budi Kadaryanto³

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1, Bandar Lampung

¹Correspondence e-mail: zidane2000@gmail.com

ABSTRACT

This research was aimed to find out whether there is significant improvement of students' writing ability before and after being taught through Suggestopedia Method. By using a quantitative approach supported by a one group pretest and post-test design this research was carried out. The researcher chose second grade students at SMP 38 Bandar Lampung as a sample, which the number of students reached 22 in total. The data were collected from the results of the students' pre-test and post-test in written form containing the procedure text. The results show that there was an increase in students' writing ability after being taught with the help of a suggestopedia method. It can be proven by the results of data analysis showed that sig. (2-tails) $0.000 < 0.05$, in which the mean of both tests was analyzed using the Repeated Measure T-test with a significance level of 0.05. It can be also supported by the evidence that verifies the statements was the t-value which showed higher number than t-table by having the result $13.378 > 2.0$. This research shows that Suggestopedia is a learning method which was successful for grade 2 junior high school students and content was the aspect of writing that had the most significant increase.

Keywords: *teaching writing, procedure text, suggestopedia method, students' writing ability*

I. INTRODUCTION

Writing is one of the complicated skills that researcher has to acquire when learning foreign language, not only in English but any other language in the world. It holds an important role for someone to master foreign language. Septiani (2018) said that is the reason why the learners will face more and more difficulties and created demotivation for the learner. It's a lot of homework for the teacher to understand that teaching writing is not an easy task, without putting aside other skills. Based on Bachani (2013), in his book "Teaching writing", stated Learning to write in English is more difficult than learning to speak effectively because the context is formed only via the words, without the writer and reader interacting directly. In addition, Sadller (2008), wisely remarked in Westwood's book that good writing is not only hard work, but also it is an extremely complex and challenging mental task.

English teaching especially in teaching writing skills, has several ways to overcome the problems. Each method has different approach and of course different output. The teachers need to know what the main cause of the problem of their students is. As the researcher go forward to the future, the researcher trust that he will face more obstacle on teaching. That's why the teachers need to keep develop the teaching method time by time, so it can still be relevant to the future. Giving the student new way of teaching make them more collaborative and of course more productive. Based on researcher's experience as a student back in the days, the students will start to think that it's related to them, it's related to what happened today. Especially if

researcher insert nowadays' trends on the teaching method, it will make the student understand it better because they will be more interested than if researcher do not put any related things on the method.

Suggestopedia is a science for developing different non-manipulative and non-hypnotic methods for teaching/learning of foreign language and other subjects for every age-group on the level of reserve (potential, unused) capacities of the brain/mind.

II. METHODS

This research has been conducted using the quantitative method. The point of this research is the method. The researcher discovered it is advantageous when used on junior high school students. Furthermore, the subject of the research would be the second year of junior high school students at SMPN 38 Bandar Lampung.

The research has focused on using the suggestopedia method in a classroom setting. Researchers have been using the original suggestopedia by Lozanov as their primary variation. Also, the researcher would use the procedure text as test material when the method is applied to the students. The researcher would use procedure text that provides instructions for carrying out certain activities.

III. RESULTS AND DISCUSSIONS

Results

After receiving treatment using suggestopedia method for several times, students were given a post-test as the final result of this study which aims to see whether there was an increase in students' writing skill in procedure text which was the answer to the research question "Is suggestopedia effective in improving students' achievement in writing procedure text?". From this, the results of the students' initial and final tests will be compared later.

Table 1. Students' Post-test Score Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
	65	1	4.5	4.5
	65.5	1	4.5	9.1
	66	1	4.5	13.6
	67.5	1	4.5	18.2
	68.5	1	4.5	22.7
	70.5	1	4.5	27.3
	71	1	4.5	31.8
Valid	71.5	2	9.1	40.9
	72.5	2	9.1	50.0
	73	3	13.6	63.6
	73.5	3	13.6	77.3
	74	3	13.6	90.9
	74.5	2	9.1	100.0
	Total	22	100.0	100.0

From the table 4.3, there are no more students who get grades with a range below 65. On the post-test result, a total of 7 students scored with a range of 65 to 71. Followed by as many as 7

students scored with interval 71.5-73.5. The rest of five students achieved 74-74.5 which is at the highest interval.

Table 2. Mean of Students' Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	22	65.0	74.5	71.477	3.0256
Valid N (listwise)	22				

It can be summarized that the average result of the pre-test is 56.227, while the post-test score was achieved by 71.477. The highest score obtained from the post-test was 74.5 and the lowest value from the pre-test was 48. Furthermore, there was a significant increase in students' writing results before and after being given treatment using of suggestopedia method in those tables described above.

Table 3. Mean of Writing Aspects

Aspects Of Writing	Mean		Gain	T-Value	Sig.
	Pre-Test	Post-Test			
Content	14.79	22.25	7.45455	8.140	.000
Organization	14.63	16.61	1.97727	5.593	.000
Vocabulary	11.63	13.65	2.02273	5.446	.000
Grammar	11.86	15.34	3.47727	11.932	.000
Mechanic	3.295	3.613	3.1818	3.130	.005

In the second test, students' writing became easier to understand because the content in the writing aspect was quite fulfilled. Content is the aspect that have improved significantly. As in the posttest example taken from one of the students in writing "how to make tea", that is "Prepare the tea, sugar and the cup. Prepare some water and put it on a pot. Turn on the stove and let it boil". This example was proved that the students' writing, especially the content, were clear and detailed in every step. Besides that, the other four aspects, such as vocabulary, language use, organization and mechanics, have also made good changes compared to before.

According to those data, suggestopedia method is considered capable of improving students' writing skill. As said by Ihsan et al., (2019), the suggestopedia method can be applied to make it easier for someone in the process writing, especially writing procedure text. This method is intended for students who are still under his ability to produce procedure text. Lack of student skills in making procedure text against the background of the lack of planned learning made by educators, are less precise in using learning method in continuity of teaching and learning.

Discussion

The use of suggestopedia method applied in improving students' writing skills in procedure text. By taking a sample of one of the second grade SMPN 38 Bandar Lampung, namely XI D, the researcher conducted a pretest, three meetings with treatment and a posttest. First, the researcher gave a writing test without being given any explanation or assistance. This initial test was taken to measure their ability before being given anything. After that, students were given treatment using of suggestopedia method and explanations of procedure text material for three times for writing their text. At the end of the meeting, students were asked to take their tests to measure their abilities after being given treatment. All assessments are recorded at each meeting for a total of five times to see the progress that is in each of their writing results.

The data collection of student scores has been calculated statistically using SPSS to see the progress of students in writing. Based on existing calculations, the average posttest of students was achieved with a number of 71.477, while the mean of the pretest only got 56.227, indicated as low value. The gain obtained from this result is around 15.250. These data were supported by observation from every aspect of students' writing. Most of students find it difficult to develop their main ideas into coherent and clear steps. The students sometimes skip to write one of the steps, they even forget the structure of writing in procedure text itself. Learning is something that must be considered in the process in order to get the goals of the learner itself. In line with Abidin in Dewi and Sobari (2018), learning is a creative process requires students to do a number of activities so that students can build knowledge independently and develop their creativity.

According to Cole and Chan (1994:124), the advantage when teacher uses different method of teaching in the class is useful to capture students' attention. They can see how something is done or made through different approach since the researcher put forward humanism approach. The students can be more active in paying attention to the steps of the existing procedure, so that the contents of the text procedure that should be fulfilled.

In line with research finding in Ratna (2017), the students who were taught using suggestopedia method got higher score. suggestopedia method gives beneficial contribution in increasing the student writing achievement during the instructional process. The reason was the used of the suggestopedia method is assumed to facilitate learners in the pouring imagination and understand more without getting stressed in the writing ability.

On the pretest, students got the highest score of 62 and the lowest only got a value of 48. The score turned out to be quite good in the students' posttest. Some of the students passed the Minimum Mastery Criterion which is 70. So that, after it was calculated, the lowest score was achieved at 74.5 and the lowest score was 65. The previous research taken by Hayah (2011), it was found that the pretest average of the experimental group was 60.00. After being taught by Suggestopedia method, the post-test average was 77.56. Based on the result of the test analysis in the table Repeated Measure T-test, hypothesis was accepted because the t-test is $0.000 < 0.05$. Moreover, it supports the previous researcher finding by Hasliana (2020). She reported that the result of the data analysis showed that the result t-test formula was 5.532 with $df = 39$ and sig. (2-tailed) was 0.000. The data showed that sig. (2-tailed) was smaller than 0.05; $0.000 < 0.05$. It

means that there was a significant difference using suggestopedia method on the students' ability in writing procedure text.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

As it stated before, the first research question is answered by looking at the result of the research. The researcher uses T Measure Test to find out about the gain of pre-test and post-test. Using Suggestopedia as a teaching method gave a significant difference in students' ability in writing procedure text of the second-grade students of SMPN 38 Bandar Lampung. It can be seen from the posttest (71.477) and pretest (56.227) results that have which has an increase of 15.250. On their final test results, there was only 6 students who scores below Minimum Mastery Criterion. The students were very enthusiastic following the class while the suggestopedia method has applied to them, it can support their ability to write procedure text. The students were engaged in learning process, because the use of suggestopedia created a new atmosphere for the students in the classroom. The students experienced positive progress during the teaching and learning process. The result of the data analysis showed that sig. (2-tailed) $0.000 < 0.05$. It means that the hypothesis was accepted. There was a significant difference of students' writing ability before and after being taught through suggestopedia method at the second-grade students in SMPN 38 Bandar Lampung. It can be concluded, teaching writing by implementing suggestopedia method toward students' ability in writing procedure text at the second-grade students in SMPN 38 Bandar Lampung was successful.

The second research question is also answered by looking at the results of the research. The researcher found that content is the most improved writing aspect. The reason behind it is that the students are more focused on detailing their own writing product's content than taking care of any other aspect. Content is also the main element of the procedure text because students focus on clarifying what is being done in the procedure text. The result of the data analysis showed that sig. (2-tailed) $0.000 < 0.05$. It means that the hypothesis was accepted.

Suggestions

The use of suggestopedia method can be applied by teachers, especially in learning to write procedure text. Students will be more interested if the process of their learning activities is accompanied by unusual way. students will participate more actively in learning that is not monotonous. Some students cannot always adopt the method since they have different learning preferences. The substance and the procedure may occasionally be incompatible. Therefore, the teacher – to pay closer attention to the class to determine whether or not the method can be used. Teachers should pay more attention to what must be prepared in suggestopedia method in their teaching. This is because this method would need a lot of preparation and enough time management. In order for students to comprehend the form of the new teaching method that the teacher applied in the class; the teacher should give more details regarding the suggestopedia method and its objectives.

The research must be carried out for a longer period of time in order to obtain the best results and clearest comparisons. Reassessing and enlarging any theory, framework, or model that the researcher has used in the research. Future research can examine how a specific event, the

appearance of a new idea or piece of evidence, or another recent incident affected the research problem. The future researcher can be building upon findings of this research. These may relate to findings of the study that researcher did not anticipate. Moreover, the researcher may suggest future research to address unanswered aspects of researcher's research problem.

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