

## **The Use of Suggestopedia to Develop Students' Writing Skill in English : A Case of the Seventh Grade Students of SMP N 2 Mranggen in Academic Year 2014 / 2015.**

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### **ABSTRACT**

This study is concerned with the improvement of the students' mastery of writing skill of SMP N 2 Mranggen who are taught by using suggestopedia. The main objectives of this research are: (1) To find out the students' writing ability, before being taught using suggestopedia method, (2) To find out the students' writing ability, after being taught using suggestopedia method, (3) To find out the difference of the students' writing ability, before and after being taught using suggestopedia method. This study is a pre experimental research, which uses one class as the experiment class in 7B of SMP N 2 Mranggen. The population of the research is the seventh grade students of SMP N 2 Mranggen. The writer used pre-test and post-test to find out the differences between the students' research who were taught by suggestopedia in SMP N 2 Mranggen. The instrument of this research was essay test. The test was to measure students' mastery of writing descriptive text in SMP N 2 Mranggen. There is significant difference in writing skill on descriptive text of the seventh grade students of SMP N 2 Mranggen in the academic year 2014 / 2015 after and before they had been taught by using suggestopedia. It can be seen from the result difference of  $t_{test}$  and  $t_{table}$ . The result of  $t_{table}$  and  $t_{test}$  is got  $2,04 < 12,52 > 2,75$ . From this result  $t_{test}$  is higher than  $t_{table}$ . In conclusion, teaching using suggestopedia to improve students' writing skill is effective. The fact that, the students' ability increased and they can make a descriptive text well. It means that using suggestopedia can help students to improve their writing skill.

**Keywords:** *Suggestopedia, Writing Skill*

### **Introduction**

According to Education Law No.20 of 2003, "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so

that learners actively develop the potential for him to have the strength spiritual, self-control, personality, intelligence, noble character and skills needed him, society, nation and state. "Teaching and

learning activities is the over all process education in schools. Education is not only addressed to the preparation of future, but also to form a pattern of attitudes and behavior present, and lasts throughout life". (Trimo, 2009:16). It means that the relation to the attainment of educational goals much depends on

how the learning process experienced by students as learners. In the learning process in the school the teachers act as instructors that trying to give as much as knowledge to the learners participants. Learning process can go well, if the process can generate the learning process effectively.

### **Review of Related Theories**

The purpose of this review of related studies is to expose the other studies which are similar to this study in order to get the significant development done by other researchers. This is the studies conducted by the other researchers that have the benefits to support this study so that it will give positive input to fulfill in this study. The first study is a final project with the title "Using Suggestopedia to Improve Students' Ability of Eleventh Grade of SMK HIDAYAH" by Laras Widhanar from University of PGRI Semarang (2014). The method of her study is used a pre experimental research. The writer used pre-test and post-test to find out the differences between the students' research who were taught by suggestopedia. The test was to measure students' ability of speaking skill. That

research shows that using suggestopedia in improving students' speaking ability was effective.

The second study is a journal with the title "Suggestopedia Method in Teaching and Learning Process" written by Ragil Kharismawati (2014). In her study, There are four main stages of the activities in suggestopedia method. They are presentation, concert session, elaboration, and practice. She choose descriptive qualitative as the research design. Her research aims to describe the teacher activities in the presentation stage, concert session, elaboration stage, and in practice stage. The result of the study shows that suggestopedia was effective in teaching and learning process.

### **Suggestopedia**

Suggestopedia is a very enjoyable activity for the students, so they will be

motivated to follow the lessons. Suggestopedia is done with the preparation or planned in advance by the teacher concerned. For example when students will start the lessons, the teacher can renovate the classroom in such a way appropriate learning materials, so that the class to be beautiful and comfortable. In addition, the teacher also can preparing the media to play classical music in the classroom.

### **Writing**

Writing is the expression of language in the form of letters, symbols, or words. The purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers.

### **Types of Writing Performance**

#### 1. Immitative

To produce written language, the learner must attain skills in the fundamental,

basic tasks of writing letters, words, punctuation, and very brief sentences.

#### 2. Intensive (controlled)

Beyond the fundamentals of immitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

#### 3. Responsive

Assesment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

#### 4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

### **Research Methodology**

According to Kothari (2004: 31), "The reseach design is the conceptual structure within research is conducted; it is constitute the blueprint for the collection, measurement and analysis of data." As such the design includes an outline of what the researcher will do

from writing the hypothesis and its operational implications to final analysis data.

#### 1. Population

The population of this study were all seventh grade students of SMP N 2 Mranggen. The seventh grade students

consists of 8 class and each class consists of 32 students. The total number of students are 256 students.

## 2. Sample

Sample is part of population (Arikunto 2006: 131). The writer will take the sample randomly, and then the writer get one class as a sample. There is class B, it is an experiment class which consist of 32 students at the seventh grade of SMP N 2 Mranggen.

## Instrument of the Research

The writer used instrument in order to get the better data. According to Arikunto the instrument of the research is a tool or facility which is used by researcher for collecting data in order to get better result or in other words, it can be complete and systematic (1998:51).

## Method of Data Collection

A test is one of crucial method use in this study. This test is used to measure the students' learning result and their achievement in writing skill. So the writer found the problems of the students faced in writing skill in pre-test and also the effectiveness of this study in post-test.

### a. Pre-test

The aim of conducting pre-test is to know the earlier students' learning result in writing skill.

### b. Treatment

The next step is giving the treatment. Treatment was carried out to ensure that students truly understand the material.

### c. Post-test

Post-test will give after treatment. Post-test will give to measure the students' learning result in writing skill using suggestopedia.

## Method of Data Analysis

In analyzing the data which have been collected through the test, the writer used statistical method. In scoring the result of the test, the writer used element of writing, they were: contents, organization, grammar, vocabulary, and mechanics. After scores are obtained, the result or classified to the level of students' achievement in writing narrative text.

### 1. Method in analyzing test result.

After getting the Result of each test, the next is putting the data into T-test formula. The intention is to know whether there is any significant improvement of English writing ability of the seventh grade students of SMP N

2 Mranggen by using suggestopedia. After scoring the Pre-test and Post-Test, the writer calculated the mean of each test by using the following formula as follows :

- a. Mean of Pre-test

The formula is :

$$X_1 = \frac{\sum x_1}{N}$$

In which :

$X_1$  = The Mean score of Pre-test

$\sum x_1$  = The total score of Pre-test

$N$  = The total Sample

- b. The Mean of Post-Test :

The formula is

$$X_2 = \frac{\sum x_2}{N}$$

$X_2$  = The Mean score of Post-test

$\sum x_2$  = The total score of Post-test

$N$  = The total Sample.

And then, the The writer calculated the D ( Difference) between pre-test and Post-test by using the formula below :

$$D = X_0 - Y_e$$

In which :

$D$  = Gain

$X_0$  = Post-Test Score

$Y_e$  = Pre-Test Score.

## 2. Calculating the mean of difference ( $M_D$ )

The writer calculated the mean difference ( $M_D$ ) by using the following formula :

$$M_D = \frac{\sum D}{N}$$

$M_D$  = The mean of difference

$\sum D$  = The amount of difference

$N$  = The number of cases

## 3. Calculating Standard Deviation ( $X_d$ )

$$X_d = d - M_d$$

In which :

$X_d$  = The Deviation

$D$  = Gain

$M_d$  = The mean of Gain

## 4. Measuring the differences.

The writer found out the differences between the means Pre-test and post test score using

formula below :  $t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$

In which :

$T$  = The differences of the main

$Md$  = The mean of difference between Pre-test score and Post -test score

$\sum x^{2d}$  = The sum of quadrate of deviation

$N$  = The total Sample

After calculated the t-test, t-table is used to compare the t-test. If the value of

test is higher than t-table ( $t\text{-result } 0,05 > t\text{-table } 0,01$ ), it means that there is a significant improvement student's ability in writing ability after being taught by using suggestopedia. However, If the value of t-test is lower than the t-table ( $t\text{-result } 0,05 < t\text{-table } 0,01$ ), it means that there is not a significant improvement students' ability in writing after being taught by using suggestopedia.

## Findings and Discussions

The researcher was conducted in SMP N 2 Mranggen in which the population is the seventh grade students in the academic year 2014/2015. This reserach used experimental group. The group was given pre-test, treatment, and post-test. Post-test was administered to measure the students' writing ability after being taught by suggestopedia.

The writer took four meetings to collect the data. The class that was used as an experimental group was VII B class consisting 32 students. In the first meeting, the group was given a pre-test where students were asked to write a descriptive text.

Next, the experimental group was given treatment how to write descriptive text using suggestopedia method for two meetings. In the last meeting, students were given a post-test where they were asked to write descriptive text.

After all the data were collected, then the writer analyzed the data to find out the significant differences of the students' writing ability using suggestopedia. The result can be shown as the follow:

### 1. Students' writing ability before being taught by using suggestopedia

Pre-test was administrated to measure the students' writing ability before and

being taught suggestopedia. The students were asked to write descriptive text for 40 minutes. There was no

$$= \frac{2463}{32}$$

$$= 76,96$$

No	Cod	Post-	Pre	Gain	X <sub>D</sub> =	X <sup>2d</sup> =
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students who got the high score. Based on the result, there were 17 students who belong to Good criteria, there were 11 students who belong to Fair criteria, and there were 4 students who belong to Poor. After the writer getting the score, the writer calculated the mean of the score. The result as follows :

$$X_1 \frac{\sum x_1}{N} = 63,68$$

**2. Students' writing ability after being taught by using suggestopedia**

Post-test was administrated to measure the students' writing ability after being taught using suggestopedia. There were 16 students who belong to Excellent criteria, there were 10 students who belong to Good criteria, and there were 6 students who belong to Fair criteria. After the writer got the score, the writer calculated the mean score of the post-test. The result as follows :

$$X_2 = \frac{\sum x_2}{N}$$

**3. Differences of students' ability in writing descriptive text before and after being taught by using suggestopedia.**

The writer made a tabulation of the mean, both of pre-test and post test. The writer got the mean of pre-test 63,68 and 76,96 for the mean of post-test. It can be concluded that the mean of the post-test is higher than the mean of the pre-test.

Before calculating the t-test firstly, the writer calculated the differences between pre-test and post-test using D (Gain). Then, the writer calculated the standard deviation (X<sub>D</sub>) of the gain of post-test and pre-test (D) and the gain of mean (M<sub>D</sub>). After that, the writer calculated the Quadrate Deviation ( X<sup>2d</sup> ) and sum of Quadrate Deviation ( ∑X<sup>2d</sup> ). Quadrate deviation is taken from (X<sub>D</sub>) or the gain of post-test minus the gain of mean (M<sub>D</sub>) and the sum of Quadrate deviation is the total result of Quadrate deviation.

	e	test (X <sub>0</sub> )	- test (X <sub>e</sub> )	(D)= Post test (X <sub>0</sub> ) - Pre-test (X <sub>e</sub> )	(D - M <sub>D</sub> )	(D-M <sub>D</sub> ) <sup>2</sup>
1	A-1	66	56	10	3,28	10,75
2	A-2	65	60	5	8,28	68,55
3	A-3	70	66	4	9,28	86,11
4	A-4	95	75	20	6,72	45,15
5	A-5	56	40	16	2,72	7,40
6	A-6	75	66	9	4,28	18,31
7	A-7	80	65	15	1,72	2,95
8	A-8	66	45	21	7,72	59,60
9	A-9	65	56	9	4,28	18,31
10	A-10	80	70	10	3,28	10,75
11	A-11	75	60	15	1,72	2,95
12	A-12	90	75	15	1,72	2,95
13	A-13	85	66	19	5,72	32,71
14	A-14	65	56	9	4,28	18,31
15	A-15	60	45	15	1,72	2,95
16	A-16	60	45	15	1,72	2,95
17	A-17	80	75	5	8,28	68,55
18	A-18	85	75	10	3,28	10,75
19	A-19	85	70	15	1,72	2,95
20	A-20	70	56	14	0,72	0,51
21	A-21	75	70	5	8,28	68,55
22	A-22	75	70	5	8,28	68,55
23	A-23	70	56	14	0,72	0,51
24	A-24	75	70	5	8,28	68,55
25	A-25	95	70	25	11,72	137,35
26	A-26	85	70	15	1,72	2,95
27	A-27	80	65	15	1,72	2,95
28	A-28	85	60	25	11,72	137,35
29	A-29	100	75	25	11,72	137,35
30	A-30	85	75	10	3,28	10,75
31	A-31	80	65	15	1,72	2,95
32	A-32	85	70	15	1,72	2,95
<b>SCOR E</b>		<b>2038</b>	<b>2463</b>	<b>425</b>	<b>0,04</b>	<b>1114,22</b>

From the data above, the score of Quadrate Deviation is 1114,22. After that, the writer put the result into the t-test formula by using formula as follows

$$:t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}}$$

In which :

T = The differences of the main.

The result of X<sup>2d</sup> (Quadrate Deviation) = (D-M<sub>D</sub>)<sup>2</sup>

Md = The mean of difference between Pre-test score and Post -test score is 13,28.

∑x<sup>2d</sup> = The sum of quadrate of deviation is 1114,22.

N = The total Sample is 32.

The calculated as follows t =

$$\frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}} = \frac{13,28}{\sqrt{\frac{1114,22}{32(32-1)}}} = 12,52$$

From the result of the data above, then the writer compare the t<sub>test</sub> with t<sub>table</sub>. If t<sub>test</sub> is higher than t<sub>table</sub> it means that the working hypothesis is accepted. The result of t<sub>table</sub> above is 15,88. Before ,the writer compare t<sub>test</sub> with t<sub>table</sub>. The writer Find the df (degree of freedom), the df of the data above is df = N-1. N is total of the variable, so the variable of the data above is 32. Then, the calculation is df = 32-1= 31. The computation of critical value at t<sub>table</sub> in the level significance 0,05 is 2,04. Then, the computation of critical value at t<sub>table</sub> in the level significance 0,01 is 2,75. The result of t<sub>table</sub> and t<sub>test</sub> is got 2,04<12,52> 2,75. Thus, t<sub>test</sub> is higher than



$t_{table}$ . So, the hypothesis ( $H_a$ ) is accepted. In conclusion, there is significant difference after they had been given treatment by using suggestopedia and before they had been given treatment according to the result of t-test.

### **Discussions.**

After all of the students took the test, the writer had concluded the result of students' writing skill descriptive text before and after being taught by using suggestopedia is showed the development. It means that the hypothesis ( $h_a$ ) is accepted in this study.

Suggestopedia provides a good way to write a text because it can implementing some of the things related to "mental preparadness" the students to follow the learning process that is on going. Psychologically, the students is said to be ready follow the learning are marked by high motivation, passion, excitement is shown with a cheerful attitude and attentive. The result showed that there is an improvements in students' score and it indicates that the students can write the descriptive text better than before. Therefore, teaching writing descriptive text by using suggestopedia is effective. The fact that, the students' ability

increased and they can make a descriptive text well.

To conclude this whole discussion, suggestopedia is an effective way to develop students writing skill in descriptive text based on the result of the all of tests.

### **Conclusions**

Based on the discussion in chapter IV, it can be concluded as follows :

1. The mean of students' writing skill on decriptive text of the seventh grade students of SMP N 2Mranggen in the academic year 2014/2015 before being taught by using suggestopedia is fair. It can be known that the mean score of pre-test is 63,68. According the table of achievement it belongs to Average.
2. The mean of students' writing skill on descriptive text of the seventh grade students of SMP N 2 Mranggen in the academic year 2014/2015 after being taught by using suggestopedia is good. It can be known that the mean score of post-test is 76,96. According the table of achievement it belongs to Above Average.
3. There is significant difference in writing skill on descriptive text of the seventh grade students of SMP N 2Mranggen in the academic year

2014/2015 after and before they had been taught by using suggestopedia. It can be seen from the result difference of  $t_{\text{test}}$  and  $t_{\text{table}}$ . The result of  $t_{\text{table}}$  and  $t_{\text{test}}$  is got  $2,04 < 12,52 > 2,75$ . From this result  $t_{\text{test}}$  is higher than  $t_{\text{table}}$ .

4. Teaching using suggestopedia to improve students' writing skill is effective. The fact that, the students' ability increased and they can make a descriptive text well. It means that using suggestopedia can help students to improve their writing skill.

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