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The Effect of Suggestopedia Method on Writing Descriptive Text of The Students Grade X MAS. Darul Ikhlas Padangsidempuan

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Abstract Writing is the most complicated skill to master. One of the product in writing is descriptive. The complicated of writing skills makes many failures caused by various problem factors in teaching and learning process. The purposes of this research. 1) To know the students' score in writing descriptive text before learning by using Suggestopedia method. 2) To know the students' score in writing descriptive text after learning by using Suggestopedia method. 3) To find out that learning by using Suggestopedia method is significantly affect the students' score in writing descriptive text, or not. This research is quantitaive method in pre-experimental method. This research use one group pre-test post-test design. According to the result of the test, it is find out that the students' descriptive text writing skill before learning by using suggestopedia method in MAS Darul Ikhlas Padangsidempuan was classified to enough. The students' descriptive text writing skill after learning by using suggestopedia method in MAS Darul Ikhlas Padangsidempuan was classified to good. So, there was significant effect using suggestopedia method to students writing ability at the tenth grade students of MAS Darul Ikhlas Padangsisidmpuan.

Keywords: Suggestopedia Method; Writing; Descriptive Text;

INTRODUCTION

There are four skills that must be mastered, namely listening, speaking, reading and writing. Writing take place in last order because, writing is the most complicated skill to master. According to Sharples (Sharples, 2003) writing is primarily a mental activity, but it relies on physical tools and resources from pens and paper to word processors. According to Kane(Kane, 2005) there are two assumption about writing. "First, writing is rational means nothing more than that it is an exercise of mind requiring the mastery of techniques anyone can learn. The second assumption is that writing is worth learning." Thus, writing is assumed to be rational because writing is a skill that can be mastered by anyone by thinking about it. In other hand, writing is assumed to be a skill that deserves to be mastered because with a lot of work that involves writing as a skill that must be mastered.

In accordance to Yuliani (Yuliani, 2018) people have used many tools for writing including paint, pencils, pens, typewriters, and computers. The use of letters, symbols, or words to represent language is also referred to as writing. Therefore, it can be conclude that writing is activities that use words in the form of symbols to represent language by using several types of tools as a medium.

The low writing skill of students in Indonesia can be seen from the low level of student literacy. The issue of literacy is still something that must be addressed in Indonesia. Based on a survey conducted by the Program for International Student Assessment (PISA) (Novrizaldi, 2021) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia ranks 62 out of 70 countries or in the bottom 10 countries with low literacy levels. Literacy is the ability of a person to receive and process information in terms of reading and writing. From the definition, it can be concluded that the literacy rate of students in Indonesia is caused by students' low ability to write.

In MAS. Darul Ikhlas at grade X, the researcher found some problem of students in writing descriptive text. According to interviews with English Teacher at MAS. Darul Ikhlas performed by researcher, the students' ability in writing descriptive text is still low. This is because students have difficulties in writing descriptive text, among these difficulties namely: students are difficulty with finding ideas for the topic to be written in text because the available media is less supportive in the learning process, the lack of vocabulary and lack of understanding of concepts in writing descriptive text.

Looking to the phenomenom, the teacher has a role to increase students' skill in writing. Teachers should be able to vary the methods of teaching, so the students will not be bored in the classroom. Freeman et.al stated (Larsen-Freeman and Marti Anderson, 2011)

“The teacher is the authority in the classroom. For the method to be successful, the student must trust and respect the teacher.” When a teacher has found a method that is suitable for using in the classroom, the teacher must master the use of the method and convey it confidently so that students feel trust in the teacher.

According to Carol and Wilson (Carroll & Wilson, 1993), writing is a process. It means to produce a written work requires a process. The process can be found in pre writing, while writing and post writing. Writing is the process of showing a written result. The process is in the form of imagining writing ideas, making drafts, editing writing, reading writing results and re-reading writing results to minimize errors in writing. While the results of writing can be in the form of what can be seen by readers such as essays, short stories, research results in the form of journals and others. In addition according to Clark (Clark, 2008), writing is easy. All you do is sit down at a typewriter and open a vein.” This means that writing is an easy thing when the writer himself understands the process of writing in making. Then it takes an open mind to find a topic. It is in accordance with Lubis (Lubis, 2014), “Writing is the activity to transfer the the ideas and describe a language is understood by someone written so the reader can understand what the writer means.” From all the definitions above can be conclude that writing is the ideas expressed in the essay, short stories are described in the form of writing that can be understood by the reader.

According to Pardiyono (Pardiyono, 2020), descriptive text is the text that intends to provide a description of an object, both animate and inanimate objects to the reader. From these definitions, animate is defined as a living object such as human and animals. Therefore, one of the topics or themes that are suitable for writing text descriptive is text description about famous figures and unique animals in the world. Furthermore, inanimate is a text decription that has objects such as historical places and tourist attractions.

According to Lozanov (Richard, 2014), Suggestopedia method is a method of learning based on suggestology initiated by a psychiatrist, Georgi Lozanov. With the suggestology of students in the guidance of learning with happiness. The suggestopedia method exists to eliminate students' insecurity of student success in learning and help students to overcome the challenges students face while studying. In accordance with Majali et.al (Majali, Carol Nairan, Sadia Muhammad Salem, 2020), Suggestopedia is a modern teaching method that is based on presenting a modern understanding of how our brains work and how we can have the privilege of increasing their efficiency to achieve long life learning.

According to Richard (Richard, 2014) the most conspicuous characteristics of Suggestopedia are: the decoration, furniture, the use of music, the authoritative behavior of

teacher. According to Setiyadi (Setiyadi, 2020) some of characteristic expected from Language teacher: teacher should love and master the subject, teacher should energetic, joyful, playful spirit , teacher should have developed sense of authority, teacher should balance self-esteem and esteem and Teacher should have developed feeling for music, especially classical.

METHOD

This study is a quantitative in form with a pre experimental design one-group pre-test post-test design. According to Sugiyono (Sugiyono, 2015), one-group pretest-posttest design in order to determine the significant impact of treatment on the class sample. There is a class as a sample of research. The class was taught by using suggestopedia method, a pretest is carried out first before giving treatment. This is done so that the results of the treatment can be known more accurately, because it can be compared with before the treatment.

Sugiyono stated that (Sugiyono, 2015), the population is an area of generalization that is directed over objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions. The population in this research is X grade of MAS. Darul Ikhlas Padangsidempuan consist of 3 classes with 82 students. The sample is part of the population chosen as the object of the research. To determine the sample to be used in the study, cluster sampling techniques are used. In the cluster random sampling sample selected from the population is not based on individuals but rather on groups that have been organized. In accordance with Fraenkel et.al (Fraenkel et.al 2011) stated The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling. Therefore, the researcher chose one group from a certain class, namely class X-1 that consist of 31 students as a sample. It was selected as a sample so as not to interfere with learning and the school system did not allow to make the class in random organized.

Instruments are used to collect data and measure the value of variables that studied in quantitative research. The test used as an instrument in this research. The test was an essay test. The function of test here is to get the data of this research. The researcher collected data and measure students' ability to write based on several aspects of assessment in writing, namely writing ideas, organization / structure of text and content, grammar, and vocabulary.

Validity is required for a good test. The extent to which an instrument measures what it is designed to measure is referred to as its validity. The researcher applied content validity to validate the

test in this study, because the researcher would compare the content of the instrument with the subject matter taught. The researcher gave the form of construct validity to the English teacher in MAS. Darul Ikhlas Padangsidempuan. In form of content validity, the researcher asked the English teacher to answer some of question. The question is refers to the suitable of test to students subject matter in MAS. Darul Ikhlas Padangsidempuan.

To get the data of the research, the researcher gave some steps. It consists of pre-test, treatment and post test. The researcher gave pre test to get mean score of the sample. To determine the students' fundamental abilities before teaching descriptive text writing using suggestopedia method, the researcher administered a writing test. The researcher gave the treatment by taught students as sample for suggestopedia method. The researcher gave the treatment once with a text.

The treatment gave the students an explanation about how to apply suggestopedia in writing descriptive text with some steps. The researcher would do a post test after the treatment is given to the student. After the post test was conducted, researchers analyzed the data to find whether there was a significant difference between the use of the suggestopedia method on students' descriptive text writing ability. The researcher would do a post test after the treatment was given to the student. After the post test was conducted, researchers analyzed the data to find whether there was a significant difference between the use of the suggestopedia method on students' descriptive text writing ability.

To determine the students' abilities, particularly in producing descriptive text, the researcher should assess the students' tests using descriptive statistic analysis. For requirement test the researcher use normalily test by using chi square test. Meanwhile, for hypothesis test the researcher use t test.

Table 1. Result of Normality Test in Pre-test

Variable x	Chi square count	Requirement	Description
Suggestopedia Method	5.2	< 7.8	Normal

Based on the table of the result of normality test the researcher found chi square count was 5.2 while x table was 7.8. Because chi square count is higher than t table ($5.2 < 7.8$) with degree of freedom $dk = 6 - 3 = 3$ and significantly 0.05 the data in pre test was normal.

Table 2. Result of Normality Test in Post-test

Variable x	Chi square count	Requirement	Description
Suggestopedia Method	6.8	< 7.8	Normal

Based on the table of the result of normality test the researcher found chi square count was 6.8 while x table was 7.8. Because chi square count is higher than t table (6.8 < 7.8) with degree of freedom dk= 6-3=3 and significantly 0.05 the data in post test was normal.

The homogeneity test is used to find out whether the pretest data has the same variance or there is no repetition in the posttest data. The condition of data that is considered homogeneous if $F_{\text{calculate}} < F_{\text{table}}$ with $dk = k-1$, k is many different independent variable data, then the data is homogeneous.

To find the mean score the researcher use formula below (Sudjana, 2005)

$$M_x = \frac{\sum f_i \cdot x_i}{f_i}$$

Description:

$$M_x = \text{Mean (avarage)}$$

$$\sum f_x = \text{The sum of multiplication}$$

$$N = \text{Number of students}$$

To collected data the research used pre-test, treatment, and post-test. After collecting the data by used test, it can to analyzed the data using t-test. T-test which formulated to know the significant differences between pre-test and post-test. The formula of t test taken from Nuriyadi et.al (Nuryadi, 2017) as followed:

The formula used is:

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{N}}}$$

Description:

t = count value

$\bar{D}$ = Mean difference between pre test and post test

SD = Standard deviation between pre test and post test

N = Number of sample.

RESULT AND DISCUSSION

This chapter tells about the result of the research. It tells about the effect of using Suggestopedia Method on Writing Descriptive Text at Seventh Grade Students of MAS. Darul Ikhlas Padangsidempuan. The researcher has calculated the data of pre-test and post-test. The researcher would like to presents the result of the research based on the data collection that had been gotten by the researcher in pre-test and post-test. The pre-test is to know the students' writing descriptive text ability before giving the treatment. The post-test is to know the students' writing descriptive text ability after giving the treatment by using suggestopedia.

1. The Description of Data in Pre Test

After giving the pre-test and getting students' score, the researcher arranged students' score from the low score until the high score. After getting the students' score, the researcher caounted it to get the total score of students' in pre test. Then, the researcher calculated it by using statistic formula to get the final result such as mean score, median, modus, range, interval, variants, and standard deviation. The score of the students in pre-test can be seen in the table below:

Tabel 3 The Score in pre test

Description	Statistics
Mean	58
Standard Error	2.9
Median	56
Mode	52.5
Standard Deviation	16
Sample Variance	256.7
Range	51
Minimum	30
Maximum	81
Sum	1728
Count	30

Based on the table above, it can be concluded that the total score in pre test was 1728, mean was 58, median was 56 , modus was 52.5 , range was 51, interval was 9, variants was 256.7 and standard deviation was 16. The researcher got the highest score was 81 and the lowest score was 30. After getting the final result of the students' score above, the researcher made it into the frequency distribution to see

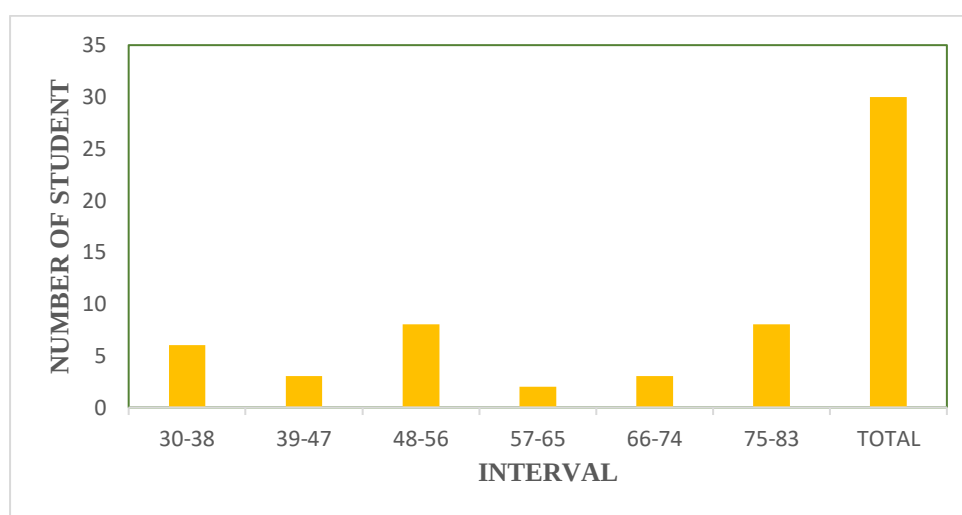
the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students' score can be seen on the table below:

Tabel 4 Distribution frequency of Pre-Test

Interval Class	Mid Point	Frequency	Persentages
30-38	34	6	20%
39-47	43	3	10%
48-56	52	8	27%
57-65	61	2	7%
66-74	70	3	10%
75-83	79	8	27%
i=9		Total 30	Total 100%

Based on the table above, it can be concluded that the students' score in interval class between 30-38 was 6 students (20%), interval class between 39-47 was 3 students (10%), interval class between 48-56 was 8 students (27%), interval class between 57- 65 was 2 students (7%), interval class between 66-74 was 3 students (10%), interval class between 75-83 was 8 students (27%). In order to get the description of data clearly and completely, the researcher made it into histogram on the following figure below:

Figure 1. Histogram of Students' Writing Descriptive Text in Pre Test



Based on the histogram above can be known that the data description of students' writing descriptive text in pre test shown that the students at interval 30-38 were 6 students, interval 39-47 were 3 students, interval 48-56 were 8

students, and interval 57-65 were 2 students, 67-74 were 3 students and 75-81 were 8 students.

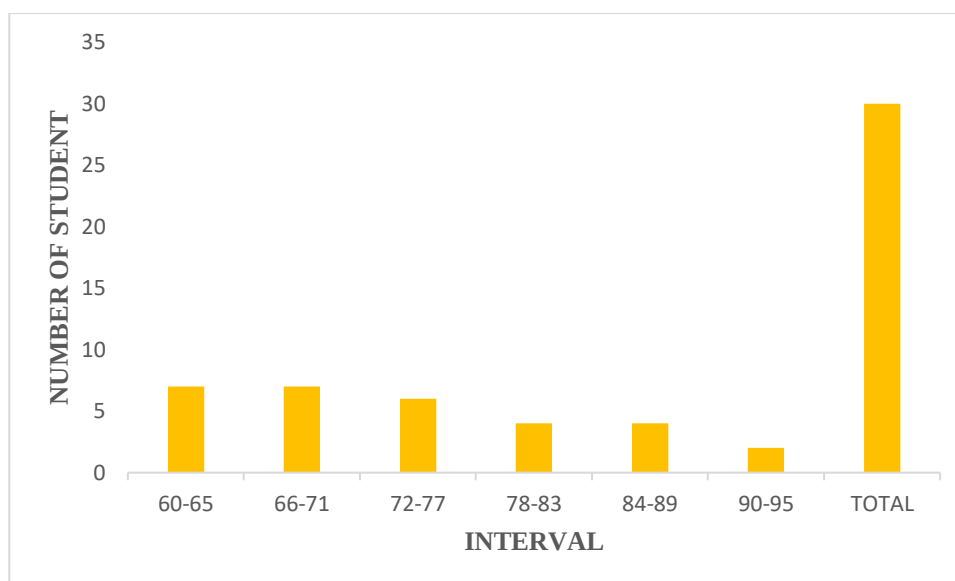
2. The Description Data in Post-test

After giving the post-test and getting students' score, the researcher arranged students' score from the low score until the high score. After getting the students' score, the researcher counted it to get the total score of students' in pre test. Then, the researcher calculated it by using statistic formula to get the final result such as mean score, median, modus, range, interval, variants, and standard deviation. The score of the students in post-test can be seen in the table below:

Tabel 5 Table Frequency

Distribution	Statistics
Mean	74.3
Standard Error	1.6
Median	75
Mode	70
Standard Deviation	9
Sample Variance	81.2
Range	35
Minimum	60
Maximum	95
Sum	2230
Count	30

From the table, it can be concluded that the total score in pre test was 2230, mean was 74.2, median was 75 , modus was 70 , range was 35, interval was 9, variants was 81.2 and standard deviation was 9. The researcher got the highest score was 95 and the lowest score was 60. The final result of the students' score above, the researcher made it into the frequency distribution to see the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students' score can be seen on the table below:



Based on the histogram above can be known that the data description of students' writing descriptive text in pre test shown that the students at interval 60-65 were 7 students, interval 66-71 were 7 students, interval 72-77 were 6 students, and interval 78-83 were 4 students, 84-89 were 4 students and 89-95 were 2 students. Gain of score in pre test and post test can be seen in the table below:

Table 6 Result of Post Test

Pre Test	Post Test	Enhancement	Gain Score
57.6	74.3	16.7	0.8

Based on the criteria, the gain score of 0.8 is in the range of $G \geq 0.7$ intervals, which means that the gain that occurs in the pre-test and post-test is included in the high criteria. In this case, the mean score of pre test was 57.6 and mean score of post test was 74.3 . So, it means that the mean score in post test after using suggestopedia method was higher than mean score in pre test before using suggestopedia method. The gain score was 0.8.

Based on the result, the researcher used statistical hypothesis to analyze the hypothesis. Alternative hypothesis (H_a) of the research was " There was a significant effect of Suggestopedia method to students' descriptive text writing in MAS. Darul Ikhlas Padangsidempuan ". The calculation of hypothesis test can be seen below.

The result of t-test can be seen on the table below:

Tabel 7 The result of t test from pre test and post test

T COUNT	T TABLE
3.09	2.04

The hypothesis was 2 criteria. They are if $t\text{-count} < t\text{-table}$ means it was rejected and if $t\text{-count} > t\text{-table}$ means it was accepted. Based on the calculation of the researcher in post-test, the researcher found that t-count more higher than t-table with significance level $\alpha = 0.5$ and $df = n_1 - 1 = 29$. So it means that the hypothesis H_a was accepted and H_o was rejected. So, there was significant effect of using suggestopedia method in writing descriptive text at the tenth grade students of MAS Daraul Ikhlas Padangsidimpun.

CONCLUSION

Based on the result of the research, the researcher made the conclusions of this research. The first, the students' descriptive text writing skill before learning by using suggestopedia method in MAS Darul Ikhlas Padangsidimpun is 58. It can be classified to less category. The second, the students' descriptive text writing skill after learning by using suggestopedia method in MAS Darul Ikhlas Padangsidimpun is 74.3. It can be classified to good category. Then, the result found that t-test was 3.09 and t-table was 2.04 ($3.09 > 2.04$). It means that H_a was accepted. So there was significant effect using suggestopedia method to students writing ability at the tenth grade students of MAS Darul Ikhlas Padangsisidmpun

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