

**THE EFFECTIVENESS OF SUGGESTOPEDIA TECHNIQUE AND
PICTURE SERIES IN TEACHING WRITING
AT TENTH GRADE OF SMAN 1 BALONG**

THESIS



By

ALVIAN ZAHROTUL MUFIDA

NIM. 210917072

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

202

ABSTRACT

MUFIDA, ALVIAN ZAHROTUL. 2021. *The Effectiveness of Suggestopedia Technique and Picture Series in Teaching Writing at the Tenth Grade of SMAN 1 Balong In The Academic Year 2020/2021.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo. Advisor Ahmad Nadhif, M.Pd.

Keywords: *Suggestopedia Technique, Picture Series, Teaching Writing, Narrative Text*

Writing is one of the linguistic skills that students must develop. Writing is extremely important to learn since it is the way of introducing and arranging words to form sentences. One of the methods that can be used by the teacher is the suggestopedia technique and picture series. The suggestopedia technique is a special method developed by Bulgarian psychologist Lozanov, who believes that the human brain can perform under appropriate conditions, especially perform amazing memories in a relaxed, almost hypnotic state, while the picture series is a series of pictures that can be used as a learning medium in writing narrative text.

The objective of this research was to find out the significant difference between the students who are taught by using the suggestopedia technique and picture series and the students who are not taught by using suggestopedia technique and picture series in teaching writing at the tenth grade of SMAN 1 Balong. The population was taken from the X-IPS of SMAN 1 Balong in Academic Year 2020/2021. The population of this research is 48 students, and the numbers sample in this research was 17 students of the experimental class and 17 students of the control class. The researcher applied a quantitative approach and used the quasi-experimental design to analyze the data. The data were gathered through the test and documentation. This research used two classes as experimental and control classes. The data was evaluated and processed using the T-test formula in SPSS after the test score was obtained. The value of t-test = 4,399 is consulted with 5% significant level with df 32, that is 2,037 (t-test > t-table). As a result, H_a has been accepted.

So, it can be concluded from the computation that there is a significant difference in achievement in teaching writing between students who are taught using suggestopedia technique and picture series and students who are not taught using suggestopedia technique and picture series at the tenth grader of SMAN 1 Balong in the academic year 2020/2021.



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

APPROVAL SHEET

This is to certify that the sarjana's thesis of :

Name : Alvian Zahrotul Mufida
Student Number : 210917072
Faculty : Tarbiyah and Teachers Training
Departement : English Education
Title : The Effectiveness of Suggestopedia Technique and
Picture Series in Teaching Writing of Narrative Text at
Tenth Grade of SMAN 1 Balong

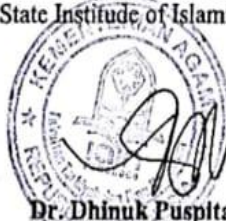
Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Ahmad Nadhif, M.Pd
NIP. 198004182008011009

Ponorogo, February 28, 2022

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Faculty
State Institute of Islamic Studies Ponorogo



Dr. Dhinuk Puspita Kirana, M.Pd
NIP. 198303272011012007



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Alvian Zahrotul Mufida

Students Number : 210917072

Faculty : Tarbiyah and Teacher Training

Department : English Education

Title : The Effectiveness of Suggestopedia Technique and Picture Series in Teaching Writing at Tenth Grade of SMAN 1 Balong

Has been approved by the board of examiners on:

Day : Thursday

Date : 24th March 2022

And has been accepted as the requirement for the degree the sarjana in English Education on:

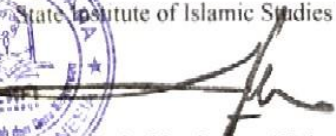
Day : Thursday

Date : 14th April 2022

Ponorogo, 26th April 2022

Certified by

Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo



Dr. H. Moh. Munir, L.c., M.Ag.
NIP. 196807051999031001

Board of Examiners

1. Chairman : **Dr. Tintin Susilowati, M.Pd.**
2. Examiner I : **Dra. Aries Fitriani, M.Pd.**
3. Examiner II : **Ahmad Nadhif, M.Pd.**



(*Tintin*)
(*Aries*)
(*Ahmad*)

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama : Alvian Zahrotul Mufida
NIM : 210917072
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi/Tesis : The Effectiveness of Suggestopedia Technique and Picture Series in Teaching Writing at Tenth Grade of SMAN 1 Balong

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang diakses di ethesis.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya dapat gunakan sebagaimana mestinya.

Ponorogo, 27 Juni 2022



Alvian Zahrotul Mufida

210917072

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini

Nama : Alvian Zahrotul Mufida

NIM : 210917072

Jurusan : Tadris Bahasa Inggris

Judul : **THE EFFECTIVENESS OF SUGGESTOPEDIA TECHNIQUE
AND PICTURE SERIES IN TEACHING WRITING AT TENTH
GRADE OF SMAN 1 BALONG**

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pemikiran orang lain yang saya akui sebagai tulisan pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi perbuatan tersebut.

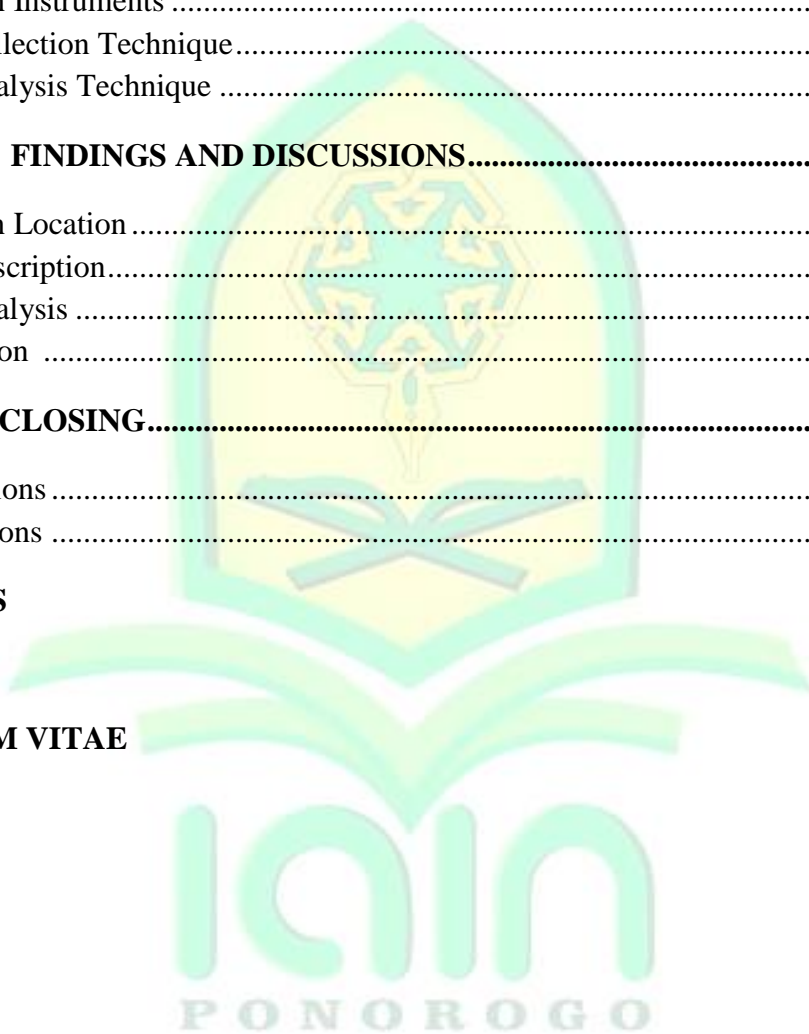
Ponorogo, 27 Juni 2022


METERAN
TEMPEL
44AAJB12908945
Alvian Zahrotul Mufida
210917072

TABLE OF CONTENT

COVER	i
COVER TITLE	ii
APPROVAL SHEET	iii
RATIFICATION	iv
MOTTO	v
DEDICATION	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER 1: INTRODUCTION	1
A. Background of the Study.....	1
B. Scope and Limitation of the Study.....	4
C. Research Question.....	4
D. Research Objective.....	5
E. Significance of the Study	5
F. Organization of the Study	6
CHAPTER II: REVIEW OF RELATED LITERATURE	7
A. Previous Related Studies.....	7
B. Literature Review	10
1. The Nature of Writing	10
a. Definition of Writing.....	10
b. Teaching of Writing	11
c. Process of Writing.....	14
d. Characteristic of Good Writing	15
2. Suggestopedia Technique.....	16
a. Purpose of Suggestopedia Technique	17
b. Procedures of Suggestopedia Technique in Writing Class	18
3. Picture Series.....	19
a. Using Picture Series in Teaching Writing.....	20

b. The Benefits of Using Picture Series	21
4. Suggestopedia Technique Using Picture Series	22
5. Narrative Text	24
C. Conceptual Framework	25
D. Hypothesis	27
CHAPTER III: RESEARCH METHODS.....	27
A. Research Design	28
B. Population and Sample.....	29
C. Research Instruments	30
D. Data Collection Technique.....	35
E. Data Analysis Technique	39
CHAPTER IV: FINDINGS AND DISCUSSIONS.....	44
A. Research Location	44
B. Data Description.....	45
C. Data Analysis	59
D. Discussion	64
CHAPTER V: CLOSING.....	66
A. Conclusions	66
B. Suggestions	66
REFERENCES	
APPENDICES	
CURRICULUM VITAE	



CHAPTER I

INTRODUCTION

This section introduces the background of the study, scope and limitation of the study, statement of the study, objective of the study, significances of the study, and organization of the thesis. The explanation of each part is as follows.

A. Background of the study

Writing is one of the four aspects that must be mastered in English. In the learning process, writing is an important skill because writing involves several language components such as mastery of written language which will function as a writing medium, mastery of essay content and mastery of types of writing. Writing is also a non-verbal communication skill that produces expressions, concepts and ideas. However, Harmer states that compared to other language skills, writing skill is the most difficult skill.¹

Huy states writing is an important skill for learning English and requires a lot of investments from students.² It includes core skills for all students for the entire curriculum. So, writing is the foundation of communication, art, history and other sciences. According to Thresia, writing is a skill that expresses ability. Ideas, feelings and thoughts are arranged in the form of words, sentences and paragraphs.³ It provides the students a way to learn the rules of language and how they can organize their ideas in the language to make it more coherent.

One scope of English learning at senior high schools is that the students can understand and produce short functional text and short essays in the form of certain text types. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Depdiknas, 2006). In the tenth grade,

¹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), 16.

² Huy, "Problems Affecting Learning Writing Skill of Grade 11 At Thong Linh High School," *Educational Journal*, 2 (2015), 56.

³ Thresia, "Improving Students' Writing Ability Through Cue Cards Technique," *Premise Journal*, (2017), 8.

they are expected to be able to write narrative text. The students should be able to make sentences in the form of past tense and improve their idea into a narrative text. They should understand the storyline that they are going to write in order to make it easier for them to write narrative text.

According to the researcher's interview with an English teacher at SMAN 1 Balong, the researcher found the several phenomena. *First*, the students have low motivation to learn English. The phenomenon faced is that students' motivation to learn English is still lacking. This is because they feel compelled to learn English. *Second*, the students cannot find the appropriate vocabulary to describe what they imagine. The students have difficulty in expressing vocabulary that they imagine, because they are lazy in finding and memorizing new vocabulary. *Third*, the students look bored in class. The students often feel bored when teaching writing in conventional ways. They have little interest, and they do not want to explore it. Besides that, the students get difficulty in expressing their idea in their writing skills. They need a new method to improve teaching writing.

Considering the facts, the teacher must come up with a strategy for resolving the students' issues. The teacher must make every effort to stimulate the students' attention in the teaching-learning process. The teacher has a range of approaches to use in the teaching learning process in this case. One of the methods that can be used by the teacher is the suggestopedia technique and picture series

According to Asnur, the suggestopedia technique provides a suggestion to the students, i.e., positive suggestions to the students so that the learning process is easy and enjoyable.⁴ It is a method that won't bore the students and that will make them feel more enjoyable. According to

⁴ Asnur, "Measuring the Effectiveness of Suggestopedia Method in EFL Writing Class," *Journal of Adabiyah*, (2015) , 9-17.

Joanna and Elzbieta, enjoyment and happiness can have a positive effect on learning activities.⁵ So, it is very important to choose a method that students need so that they feel enjoy and happy.

The suggestopedia technique focuses on suggesting the students to feel more confident, enjoy, and turn their negative feelings into positive feelings. According to David Nunan, the suggestopedia technique is a special method developed by Bulgarian psychologist Lozanov, who believes that the human brain can perform under appropriate conditions, especially perform amazing memories in a relaxed, almost hypnotic state. The root of this method is to allow learners to listen to the target language while listening to music.⁶ Some of the characteristics of suggestopedia are decoration of classrooms with different situations, such as the arrangement of different classrooms by arranging chairs that do not make students feel bored, using pictures related to material and use of music in order to make the students feel comfortable, happy and relaxed.

Furthermore, in the learning process, picture series is recommended because it has many benefits. According to Smaldino, the use of picture series will make the students interested in writing English.⁷ It can help the students to organize their writing easily. Then, it will also help students in expressing their ideas. Wright also states that picture series contribute to motivation and interests, understanding of language context, and important points or certain stimuli.⁸ Meanwhile, Harmer states that picture series are a very useful way to encourage students to write stories.⁹ Picture series can help the students to improve their writing skills such as helping to generate their ideas, organizing their ideas and choosing the appropriate vocabulary.

⁵ Joanna and Elzbieta, "The Effect of Enjoyment on Learning," *Educational Journal*, 3 (2018), 0508.

⁶ David Nunan, *Teaching English to Speakers of Other Languages* (New York: Routledge, 2015).

⁷ Smaldino, et al., *Instructional Technology and Media for Learning* (New Jersey: Pearson, 2005).

⁸ Wright, *Pictures for Language Learning* (Cambridge: Cambridge University Press, 1989).

⁹ Harmer Jeremy, *Jeremy Harmer. How to Teach Writing* (England: Pearson Education Limited, 2004).

According to Charles, students can visualize (or re-draw) and remembering scenes that are relevant for their arguments by using picture media in the suggestopedia technique.¹⁰ Since the suggestopedia approach is applied as a learning method to make the classroom atmosphere more comfortable and relaxed, it needs the usage of appropriate resources to develop the students' excellent writing skills. Picture series media is an effective way to encourage the suggestopedia technique. The picture series is a series of some pictures that can be used as a learning medium in writing narrative text. It is expected that by combining the suggestopedia approach with a picture series, students' writing skills, specifically in narrative texts, will improve. As a result, the students will be able to understand the topic and effectively write down their thoughts in a written text, resulting in good writing.

Therefore, the researcher would like to use a new technique methodology to teach English writing in this school by using suggestopedia technique and picture series in teaching writing of narrative text.

B. Scope and limitation of the study

The scope of this research is to measure the effectiveness of suggestopedia technique and picture series in teaching writing at the tenth grade. This research focuses only on the tenth grade and the students' writing interest.

C. Statement of the study

The main question of this research can be formulated: Is there any significant difference between the students who are taught by using suggestopedia technique and picture series and the students who are not taught by using suggestopedia technique and picture series in teaching writing at the tenth grade of SMAN 1 Balong?

¹⁰ Charles Kusner, *Suggesting Lozanov: Suggestopedia and Creative Writing at A High School in Durban*, University of Kwazulu-Natal, 2007.

D. Objectives of the study

The objective of this research can be stated as to find out whether there is the significant difference between the students who are taught by using suggestopedia technique and picture series and the students who are not taught by using suggestopedia technique and picture series in teaching writing at the tenth grade of SMAN 1 Balong.

E. Significances of the study

This research is expected to provide theoretical and practical benefits, as follows:

1. Theoretically : The researchers who will conduct similar research on the English teaching learning process can use the results of this research as a reference in their research.

2. Practically :

a) For the teachers

The teachers should be innovative when it comes to bringing enjoyable techniques into the teaching-learning process. In addition, the suggestopedia technique and picture series can be used to teach writing as an alternative method.

b) For the students

The students should get more practice by using the suggestopedia technique and picture series when they compose English text to enhance their ability in writing.

c) For other researchers

The researcher hopes that the findings of this study will be useful as a reference or source of information for future research and to develop knowledge in the English teaching-learning process

F. Organization of the thesis

The researcher organizes this thesis in five chapters. They are:

- I. The first chapter is introduction. The introduction is general description of the thesis. The first chapter consists of background of study, scope and limitation of the study, statement of the study, objective of the study, significance of the study, and organization of the thesis.
- II. The second chapter is the underlying theories which discussed the previous study, literature review about writing skill, suggestopedia technique, picture series and narrative text, conceptual framework, and hypothesis.
- III. The third chapter is the research methodology. The research methodology consists of research design, population and sample, instrument of data collection, technique of data collection, the technique of data analysis, validity and reliability.
- IV. The fourth chapter is the research findings and discussion. This chapter contains research location, data description, data analysis and discussion of the thesis.
- V. The fifth of chapter is a conclusion. The conclusion consists of a conclusion and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This section introduces some previous related studies, review of literature, conceptual framework, and hypothesis. The explanation of each part is as follows.

A. Previous Related Studies

Considering the topic discussed in this study, there are some studies related to this topic as follows:

The first research was conducted by Akbar Ali Mustofa under the title, *“Improving The Students’ Skill in Writing Descriptive Text By Using Suggestopedia Method At The Eleventh Grade of Ma Nurul Ulum Kotagajah Central Lampung In The Academic Year Of 2018/2019”*. The objective of this research was to improve the students' skills, particularly in writing by using suggestopedia as a method which is the main idea by using either classical music or some pictures in decoration features. The result of the research was by using the suggestopedia technique; can improve the students' skill in writing, making the interaction in the learning process and conveying motivation to improve the students’ skill in writing. The research was used Classroom Action Research (CAR). Based on the result, the use of the suggestopedia technique could improve the student's skill in writing, conveying motivation to improve the students' skill in writing and making the interaction in the learning process.¹¹

The second research was conducted by Dwi Ratnasari. The title of her research was *“The Effectiveness of Suggestopedia Method toward Writing Skill on Procedure Text for the Seventh Grade of SMPN 4 Ponorogo in Academic Year 2014/2015.”* The objective of this research was to know whether there is any significant difference in students' writing achievement who are

¹¹ Ali Mustofa Akbar, “Improving the Students’ Skill in Writing Descriptive Text by Using Suggestopedia Method at the Eleventh Grade of Ma Nurul Ulum Kotagajah Central Lampung in the Academic Year of 2018/2019,” *IAIN Metro*, 2019.

taught by using the suggestopedia technique and without the suggestopedia technique at SMPN 4 Ponorogo. The design of the research was quasi-experimental and used a nonequivalent (pre-test and post-test) control group design. The result of the research was the students who taught using the suggestopedia technique achieved a better score in writing than the students not being taught using the suggestopedia technique at the seventh grade of SMPN 4 Ponorogo in the academic year 2014/2015.¹²

The third research was conducted by Rizka Yuliani. The title of her research was "*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.*" The objective of this research was to find out the students' writing ability, before being taught using the suggestopedia technique, to find out the students' writing ability, after being taught using the suggestopedia technique, to find out the difference of the students' writing ability, before and after being taught using the suggestopedia technique. The result of the research was the students' ability increased after being taught using suggestopedia.¹³

The fourth research was conducted by Vania Teska Novita. The title of her research was "*The Effectiveness of Teaching Writing through Picture Series to Grade VIII Students of SMPN 3 Sleman.*" The objectives of the study are to (1) describe the writing ability of the students learning through picture series, (2) describe the writing ability of those learning not through picture series, and (3) find out the difference in the writing ability between those learning not through picture series. The research was used quasi-experimental. The result of the research was there was a significant difference in the writing ability between the eighth-grade students of

¹² Dwi Ratnasari, "The Effectiveness of Suggestopedia Method toward Writing Skill on Procedure Text for the Seventh Grade of SMPN 4 Ponorogo in Academic Year 2014/2015," *STAIN Ponorogo*, 2015.

¹³ Rizka Yuliani, "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," *Universitas PGRI Semarang*, 2015.

SMPN 3 Sleman who were taught by picture series and those who were not taught by picture series.¹⁴

The fifth research was conducted by Langgeng Aji Wicaksono. The title of his research was “*The Effectiveness of Using Picture Series as Teaching Media to Improve Students’ Writing Ability in Narrative Text at SMAN 1 Sumberpucung.*” The objective of the study was to investigate and explore the use of picture series as teaching media towards tenth-grade students’ writing ability in the narrative text at SMA 1 Sumberpucung in Malang. The result of the research was the use of picture series was proven to be able to improve students’ writing ability and score in narrative text.¹⁵

The sixth research was conducted by Shella Munfarida. The title of her research was “*The Effectiveness of Picture Series Media toward Writing Skill for The Eighth Grade Students of MTs Nurush Sholihin Magetan in Academic Year 2013/2014.*” The objective of the research was to reveal the effectiveness of using picture series media to teach writing. The design of this research was quasi-experimental research in which the dependent variable was students’ writing skills and the independent variable was teaching using picture series media. The result of this research was there was a significant difference between the writing skill of students who are using picture series media than who are using single picture media.¹⁶

The previous studies and this research are similar in terms of usage of the suggestopedia technique and picture series. Therefore the researcher got inspired to use the same points from previous research to be different studies. The researcher tried to combine the suggestopedia

¹⁴ Vania Teska Novita, “The Effectiveness Of Teaching Writing Through Picture Series to Grade VIII Students of SMPN 3 Sleman,” *Universitas Negeri Yogyakarta*, 2014.

¹⁵ Langgeng Aji Wicaksono, “The Effectiveness of Using Picture Series as Teaching Media to Improve Students’ Writing Ability in Narrative Text at SMAN 1 Sumberpucung,” *Universitas Muhammadiyah Malang*, 2020.

¹⁶ Sella Munfarida, “The Effectiveness of Picture Series Media toward Writing Skill for The Eighth Grade Students of MTs Nurush Sholihin Magetan in Academic Year 2013/2014,” *STAIN Ponorogo*, 2014.

technique and picture series in this research to find out the significant difference between the students who are taught by using the suggestopedia technique and picture series and the students who are not taught by using suggestopedia technique and picture series in teaching writing.

B. Literature Review

Teaching English as a Foreign Language, or TEFL, includes teaching students in English as a second language in countries where English is not the primary language. English as a foreign language instruction can occur in any country, whether English is spoken there or not. TEFL courses are provided at a language school or with the support of a tutor. TEFL teachers concentrate on teaching English skills and components (the teaching of Listening, Speaking, Reading, Writing, Grammar, Vocabulary, and Pronunciation).

In this study, the researcher used theories that were relevant to the theme of the discussion. These theories are the nature of writing, suggestopedia technique using picture series, suggestopedia technique, picture series, and narrative text.

1. The Nature of Writing

The nature of writing consists of the definition of writing, the teaching of writing, the process of writing, characteristics of good writing, and the rubric of writing.

a. Definition of Writing

According to Huy, writing is an important skill for learning English and requires a lot of investment from students.¹⁷ It includes core skills for all students for the entire curriculum. The students who learn the languages must master writing skills so that they can understand and complete their assignments. Therefore, writing is the basis of communication, art, history, and other sciences.

¹⁷ Thanh Huy, "Problems Affecting Learning Writing Skill Of Grade 11 At Thong Linh High School."

Thresia stated that writing is a skill that expresses ability. Ideas, feelings, and thoughts are arranged in the form of words, sentences, and paragraphs.¹⁸ It provides the students a way to learn the rules of language and how they can organize their ideas in the language to make it more coherent. Writing can also widen the students' knowledge capacities, and that is critical to students' academic success, as writing skills are identified as one of the most important requirements that students must satisfy to earn good grades as well as good degrees, in the end. Writing is also a basis for student expressions that can be used and developed in a student's academic career.

Based on some of the above theories, the researcher concluded that writing skills mean processes that convey thoughts, meaning, and motion that are organized to connect between the authors and the readers in written form by considering several requirements.

b. Teaching of Writing

The teaching of writing introduces principles for teaching writing and the reasons for teaching writing. The explanation of each part is as follows.

1. Principles for Teaching Writing

To achieve the objectives of the teaching and learning process, a teacher must pay attention to several principles for teaching writing. In teaching writing activities, the teachers are expected to provide opportunities to practice writing for students. Therefore, the teachers must be able to provide high motivation and interest for students so that they can practice writing and producing texts. So, teaching writing is not a simple thing but the teacher must also be able to increase students' motivation in writing. The students are expected to have high enthusiasm

¹⁸ Thresia, "Improving Students' Writing Ability Through Cue Cards Technique."

in following the teaching of writing if the teacher can apply the right strategies in the writing class. According to Nunan, there are some principles for teaching writing. It will be explained as follows:

a. Understand your students' reasons for writing

It is very important to understand students' reasons for writing. This is a big problem when the teacher's goal does not match the student's goal or the teacher's goal does not match the goal of the school or institution where the student works.

b. Provide many opportunities for students to write.

Students should always practice improving their writing skills. In this case, the teacher should provide many opportunities for them to always practice writing by giving them several different types of text. Several types of text can be given by the teacher, namely narration, recount, report, procedure, and text descriptive text.

c. Make feedback helpful and meaningful

Students need feedback on their writing from the teacher. In addition, the teacher must understand the vocabulary of symbols that he uses in the feedback they write. In providing feedback, teachers can provide summary comments that instruct students to look for problems and fix them themselves.

- d. The teacher must clarify himself, and for his students, how their writing will be evaluated.

Teachers must objectively evaluate students' writing. The rubric is the answer to the writing element to be assessed can be specified in detail.¹⁹

2. The Reasons for Teaching Writing

There are some reasons why the teacher must teach writing to the students of English as a foreign language. According to Harmer, the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and writing skills.²⁰

a. Reinforcement

To see how students acquire language, not only through spoken language but also by writing in the language. The students need visual demonstrations of language construction to help them convert the new language into memory. It is also useful for students to write sentences in the new language shortly after learning the new language.

b. Language development

The actual process of writing helps us learn in progress. Psychological activities in writing help students learn through the continuous learning experience.

¹⁹ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003).

²⁰ Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Limited Edition, 2001).

c. Learning style

Every student has a different learning style. Writing is suitable for learners with a slower language. It can also be a rather reflective activity, rather than the rush and trouble of face-to-face communication.

d. Writing skills

Writing is included in basic language skills. In addition to speaking, listening, and reading, the students also need to know how to write letters, how to put written reports together, and how to respond to advertisements. They need to know some special conventions of writing (punctuation, paragraph structure, etc.), just as they need to know how to pronounce spoken English correctly.

c. **Process of Writing**

According to Richards and Renandya, there are four stages of the writing process. They are planning, drafting, revising, and editing.²¹

1. Planning

Planning (pre-writing) is an activity to stimulate students' thinking to start writing in the class. This activity aims to keep students away from empty ideas that will be written down. Students can do this activity by group brainstorming, clustering, rapid free writing, wh-questions. In addition, various multimedia sources can assist students in gathering information for writing (e.g., watching videos/films, conducting interviews, listening to lectures, reading print media and questionnaires).

²¹ Renandya Richards, J. C. & W. A., *Methodology in Language Teaching* (Cambridge University Press, 2002).

2. Drafting

After getting enough ideas at the planning stage, students will write down and develop these ideas at this stage. Because it aims to get ideas on paper quickly, students only need to write and don't have to worry about grammatical accuracy or neatness of drafts.

3. Revising

At this stage, the teacher must provide feedback to the students. Then the students revise by re-examining what they have written to see how effectively they have conveyed the intent of their writing to the reader. Before they revise, the students can work in groups or in pairs to read and comment on their drafts to each other. In addition, they can also record their text into a tape recorder and play the tape as often as needed so that they are brought to a more conscious level to rethink and review what they have written.

4. Editing

At this stage, students tidy up their text. They edit grammar, spelling, punctuation, sentence structure, and so on in their work. Editing is needed in the writing process because students can see the connection between the exercises and their writing to convey the intent of their writing to the reader.

d. Characteristics of Good Writing

According to Heaton, there are five general components or main areas for writing good prose. It will be explained as follows:²²

²² J.B. Heaton, *Writing English Language Test* (New York: Longman INC, 1990).

1. Language use

Language use is the ability to write correct sentences and also refer to the rules for composing appropriate language and structures.

2. Mechanical skill

Mechanical skill is the ability to use the provisions in the written language correctly. Good writing should use good punctuation and spelling.

3. Treatment of content

Treatment of content is the ability to develop the mind, think creatively and innovatively, and can put aside all irrelevant information.

4. Stylistic skill

Stylistic skill is the ability to arrange sentences and paragraphs correctly and can use language effectively.

5. Judgment skill

Judgment skill is the ability to write correctly and select relevant information and can determine specific goals and specific audiences.

2. Suggestopedia Technique

According to David Nunan, the suggestopedia technique is a special method developed by Bulgarian psychologist Lozanov, who believes that the human brain can perform under appropriate conditions, especially perform amazing memories in a relaxed, almost hypnotic state. The root of this method is to allow learners to listen to the target

language while listening to classical music.²³ Some of the characteristics of suggestopedia are the decoration of classrooms in different situations, such as the arrangement of different classrooms by arranging chairs that do not make students feel bored, using pictures related to material, and use of music to make the students feel comfortable, happy and relaxed.

Suggestopedia is a teaching and learning system that combines knowledge of medicine, psychology, and pedagogy. Suggestopedia is an efficient learning system, through the use of mental relaxation and artistic, positively and spontaneously to stimulate the emotions of intellectual activity, the emotions of physical activity and the personal physical condition at the same time, without stress, tension, or fatigue. The law of harmony in the universe, every suggested encyclopedia process must obey harmony, which is the core of the short-term teaching and learning of this great course. The relationship between the part and the whole is in golden proportions in the process of suggestopedia communication. When the learning process cleverly finds the proper balance between rhythm, intonation, and emotional arousal, learning ability will improve.²⁴

Being in a relaxed state, having a high degree of self-esteem, comfortable and positive environment are some of the important conditions for learning. The results of the study showed evidence those students who received instruction through the suggestopedia technique showed significantly better communicative language achievement and more positive attitudes toward English than those who received

²³ Nunan, *Teaching English to Speakers of Other Languages*.

²⁴ Pradheeba, William and Sundaravalli, "Suggestopedia: A Friendly Approach to the Inclusive Classroom," *Educational Journal*, Vol. 8, No. 4851 (December 2018), 5.

instruction by the traditional method (ESL). Both students and teachers respond well to this method and like it better than traditional English teaching methods.²⁵

a. Purposes of Suggestopedia Technique

The Suggestopedia technique aims to make students resist any negative suggestion and feel comfortable, relaxed, and concentrated more in the teaching and learning process. So that students feel more concentrated enjoy, confident, understand the material easily, and they think about learning a foreign language especially English is fun. Based on Rahmasari, the suggestopedia technique provides a lot of fun while learning, enabling students to easily understand the material being taught, as Wicaksono and Roza explained the purpose of the suggestopedia technique, 1) to give peace And relax, 2) enjoyable or exciting, 3) speed up the learning process, 4) emphasize the development of proficiency, through positive suggestions from teachers and stimulate the imagination through songs, and create a comfortable apprenticeship atmosphere for writing skills.²⁶

b. Procedures Suggestopedia in Writing Class

In teaching writing, suggestopedia helps to improve the oral ability of the students and can effectively reduce the level of classroom anxiety. Using the music inherent in this method can create a relaxed, enjoyable, and stimulating classroom setting. In addition, it helps to motivate the students by inducing positive attitudes and increasing motivation among learners.²⁷

²⁵ Naomi Vega Nieves, "Effects of the Suggestopedia Method on Attitudes and Language Achievement in English among Ninth Grade Puerto Rican Students," *Educational Journal*, 125.

²⁶ Rahmasari, Slamet, & Rukayah, "The Effect of Suggestopedia Learning Method on Description Writing Skills of Fourth Grade Elementary Pupils," *Educational Journal, Sebelas Maret University*. 2 (1). 271, 2016.

²⁷ Prof. Mohamed A. Zaid, "Using Suggestopedia in ELT in Saudi Arabia: Implications for Pedagogy," *Educational Journal*, (December 2014), 114.

There are several procedures for the suggestopedia technique that have been designed by the researcher based on the principles of the method. It will be explained as follows;

- a. The teacher should greet students confidently in their mother tongue and foreign language. The teacher informed that she would soon start learning with the suggestopedia technique to students in language class.
- b. Before starting the lesson, the teacher plays music to suggest students build a positive atmosphere, so the students will feel relaxed, happy, and cheerful.
- c. The teacher teaches the material with musical accompaniment. Then, the teacher explains the narrative text to the students by explaining the definition, general structure, and language features of the narrative text.
- d. After that, the teacher gives a question sheet about the narrative text. Then students are asked to work on questions about narrative texts.
- e. At the end of the lesson, no homework is given to the students.

3. Picture Series

A series of pictures is a series of some pictures that can become a story sequence that aimed to tell a story. Smaldino suggests that the use of picture series will make the students interested in writing English.²⁸ Furthermore, Wright also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus.²⁹ Picture series is one of the picture aids in the form of picture context, which is closely related to the development of vocabulary in writing

²⁸ Smaldino et al., *Instructional Technology and Media for Learning*.

²⁹ Wright, *Pictures for Language Learning*.

practice. The idea of using picture series is based on the assumption that through picture clues, students develop their vocabulary by guessing the activities in the picture, thereby directly practicing writing.³⁰ Picture series is a kind of media that helps students learn English, especially writing. Students can imagine the mind and think through the series of pictures. In addition, in this case, the researcher incorporated the picture series into narrative text. It is very useful to encourage students in their studies. Students can obtain information about the story through narrative text, and they can convey the information earlier because there are pictures that can help students remember the story.³¹

According to Crimmon in Eni, Clarry, and Dewi, there are a variety of pictures that can be used for teaching and learning writing in the classroom. These pictures will be described as areas suitable for teaching activities, namely personal pictures, scene pictures, and picture series. This research only focuses on the use of picture series for teaching writing. Picture series can be used as an aid for teaching writing, which can not only stimulate students' enthusiasm for writing but also bring different situations and new changes in classroom teaching activities.³²

a. Using Picture Series in Teaching Writing

Based on Wright, there are some ways in using pictures in writing.

Those are:

1. Motivate students to speak or write.
2. Create a context in which his/her answer is meaningful

³⁰ Eni, Clarry, and Dewi, "Improving Students' Recount Text Writing by Using Picture Series," *Educational Journal*, Vol 2, No. 4, (2013), 11.

³¹ Fenny Thresia, "The Influence of Using Picture Series and Realia Toward Writing Ability," *Universitas Muhammadiyah Metro*, (2017), 220.

³² Eni, Clarry, and Dewi, "Improving Students' Recount Text Writing by Using Picture Series," *Educational Journal*, Vol 2, No. 4, (2013), 5.

3. Provide students with information for controlled practice work. Pictures showing objects, actions, events, and relationships can suggest answers to questions, substitutions, and sentence completion
4. Sponsor, stimulate, and possible guidance, oral and written description, narration, or dialogue
5. Sponsor, motivate, and provide free writing and presentation information. 'Free' that is, the teacher does not provide language guidance or restrictions.³³

Based on Yanuarti, when using picture series, the teacher can apply certain principles such as modeling, inquiry, and learning community, as Lindstormberg states by using picture series, students will be interested and enjoy the teaching and learning process. Pictures series lead students to pay attention to words directly.³⁴ In addition, at the beginning of writing, the picture series will give students some inspiration. According to Harmer argued in Komang, Nengah, and Ida that pictures can also be used to create situations or backgrounds in the classroom. In the teaching and learning process, picture series can bring many benefits and give students a real impression. It can help students easily understand the meaning of words, sentences, text, or text. By using picture series, students can imagine objects or situations.³⁵

b. The benefits of Using Picture Series

According to Curtis and Bailey in Muhibbudin, there are four benefits of using picture series as a medium in teaching writing:

³³ Andrew Wright, *1000+ Pictures for Teacher to Copy* (New York: Longman, 1996).

³⁴ Yanuarti Apsari, "The Use of Picture Series in Teaching Writing Recount Text," *ELTIN Journal*, Vol 5, No. 2 (October 2017), 53.

³⁵ Komang, Nengah, and Ida, "The Use of Picture Series to Improve Writing Skill of EFL Learners," *International Journal of Applied Science and Sustainable Development*, Vol 2, No. 2, (September 2020), 34.

1. Students can easily create a story because there are pictures to guide them to create a complete story step by step.
2. Students feel relaxed when they write stories because they think they are playing cards (pictures).
3. They were not forced to build a story, and their confidence gradually increased.
4. This technique has habit formation (building knowledge, modeling, building, and self-building).³⁶

Picture series also has many benefits in teaching writing. The first benefit is that it can help students brainstorm and collect ideas for writing. Another benefit is that it is simple, inexpensive, and relatively easy to obtain. That benefits are also supported by Smaldino et al. who recommends using a series of pictures will make students interested in writing English. In addition, Wright also pointed out that picture series contribute to interest and motivation, sense of language context, and specific focus or stimulation.³⁷

4. Suggestopedia Technique Using Picture Series

The suggestopedia technique focuses on suggesting the students feel more confident, enjoy, and turn their negative feelings into positive feelings. According to David Nunan, the suggestopedia technique is a special method developed by Bulgarian psychologist Lozanov, who believes that the human brain can perform under appropriate conditions, especially perform amazing memories in a relaxed, almost hypnotic state. The root of this method is to allow learners to listen to the target language while listening to

³⁶ Muhibbudin, "The Application of Picture Series to Improve Writing Skills," *English Education Journal*, Vol. 7, No. 3, (July 2016), 290-291.

³⁷ Wright, *Pictures for Language Learning*.

music.³⁸ Some of the characteristics of suggestopedia are the decoration of classrooms in different situations, such as the arrangement of different classrooms by arranging chairs that do not make students feel bored, using pictures related to material, and use of music to make the students feel comfortable, happy and relaxed. Meanwhile, Harmer states that picture series is a very useful way to encourage students to write stories.³⁹ Picture series can help the students to improve their writing skills such as helping to generate their ideas, organizing their ideas, and choosing the appropriate vocabulary. Both methods emphasize new experiences in the teaching-learning process.

According to Charles, students can visualize (or re-draw) and remembering scenes that are relevant for their arguments by using picture media in the suggestopedia technique.⁴⁰ Since the suggestopedia approach is applied as a learning method to make the classroom atmosphere more comfortable and relaxed, it needs the usage of appropriate resources to develop the students' excellent writing skills. Picture series media is an effective way to encourage the suggestopedia technique. The picture series is a series of some pictures that can be used as a learning medium in writing narrative text. It is expected that by combining the suggestopedia approach with a picture series, students' writing skills, specifically in narrative texts, will improve. As a result, the students will be able to understand the topic and effectively write down their thoughts in a written text, resulting in good writing.

There are several procedures for the suggestopedia technique using picture series that have been designed by the researcher based on the principles of the method.

It will be explained as follows:

³⁸ Nunan, *Teaching English to Speakers of Other Languages*.

³⁹ Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), 69.

⁴⁰ Charles Kusner, *Suggesting Lozanov: Suggestopedia and Creative Writing at A High School in Durban*, University of Kwazulu-Natal, 2007.

- a. The researchers played musical instruments as a medium of learning methods.
- b. The researcher showed a story in the form of a picture series and asked the students to understand and tell the story briefly.
- c. The researcher showed an example of narrative text and asked the students to understand the type of text.
- d. The students read narrative texts guided by the researchers and the students interpreted the text in outline.
- e. The researcher explained social function, generic structure, and language features in narrative text.
- f. The students organized their ideas into narrative text.

5. Narrative Text

The narrative tells a story—a series of interrelated events or actions. Although narrative usually refers to telling a story, the term is used to describe the relevance of the experience. This experience may have occurred in the past, or it may be a typical experience that is happening now (Depdiknas, 2002). To make a narrative paragraph, the teacher should use a series of pictures to explain the incident clearly, and the students to arrange the sentences in chronological order.⁴¹

In addition, narrative text is one of the texts that students learn in writing. The purpose of narrative text is to entertain the reader. At the same time, there are many types of English texts, and narrative text is one of them. According to Anderson & Anderson (1997), a narrative text is a text whose purpose is to entertain readers or listeners.⁴²

Narrative texts can also be used to inform, teach, change social views, and demonstrate

⁴¹ Kalsum Mochtar, "Improving the Second Year Students' Ability in Writing Narrative Paragraphs by Using Picture Series," *Educational Journal*, Vol. 12, No. 3, (October 2005), 4.

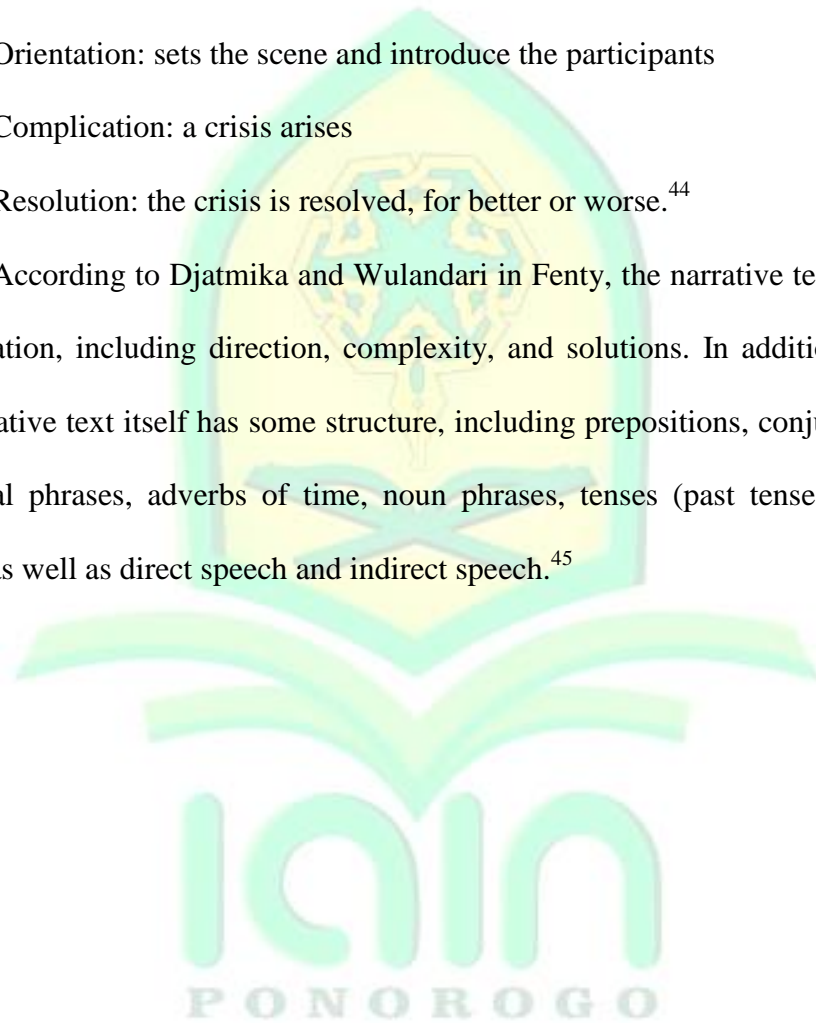
⁴² Anderson Anderson, M K. "Text types in english 3" (South Yarra: Macmillan Education Australia, 2003).

morale in stories. Moreover according to Porter in Rosina, defines that narrative as a "representation of an event or series of events."⁴³

A narrative text based on Pardiyono is a text that is entertaining and deals with actual or alternative experiences in different ways. He added that narrative text has the following generic structure;

- a. Orientation: sets the scene and introduce the participants
- b. Complication: a crisis arises
- c. Resolution: the crisis is resolved, for better or worse.⁴⁴

According to Djatmika and Wulandari in Fenty, the narrative text has a structural organization, including direction, complexity, and solutions. In addition, they said that the narrative text itself has some structure, including prepositions, conjunctions, adverbs, adverbial phrases, adverbs of time, noun phrases, tenses (past tense and past perfect tense), as well as direct speech and indirect speech.⁴⁵

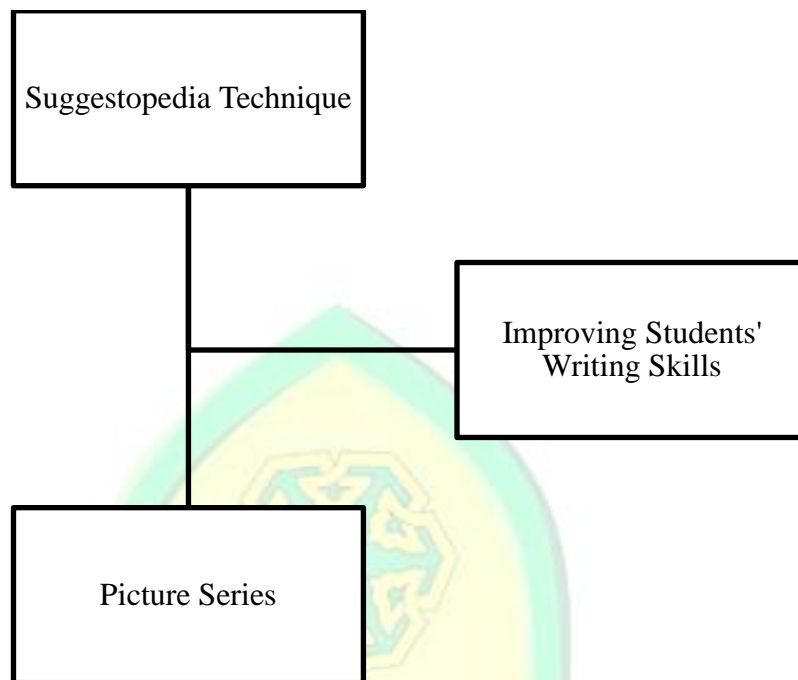


⁴³ Rosina, "Promoting Critical Literacy in Enhancing Students' Comprehension of Narrative Texts," *Pattimura University*, 4.

⁴⁴ Pardiyono, *Bahasa Indonesia* (Bandung: CV Andy Offset Company.Inc, 2007).

⁴⁵ Fenty Susilawati, "Teaching Writing of Narrative Text Through Digital Comic," *Journal of English and Education*, Vol. 5, No. 2, (October 2017), 103.

C. Conceptual Framework



Teaching writing, in principle, is not only to form students' skills in pre-writing, drafting, and revising stages but also to strive to provide as interactive skills as possible. By providing suitable techniques and methods can help the students improve their writing skills in the teaching and learning process.

The suggestopedia technique was chosen as an effective medium to improve students' writing skills. This method aims to make students resist any negative suggestion and feel comfortable, relaxed, and concentrated more in the teaching and learning process. The suggestopedia technique provides a lot of fun while learning, enabling students to easily understand the material are being taught. So that students feel more concentrated enjoy, confident, and understand the material easily.

The researcher will also use picture series as supporting media. By using picture series, students will be interested in writing. Picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus. In addition, at the

beginning of writing, the picture series will give students some inspiration. Picture series can also be used to create situations or backgrounds in the classroom. In the teaching and learning process, picture series can bring many benefits and give students a real impression. It can help students easily understand the meaning of words, sentences, text, or text.

The suggestopedia technique is only used as a learning method that can make the classroom atmosphere more comfortable and relaxed, so this method requires suitable media to improve the students' writing skills. A suitable medium to support the suggestopedia technique is picture series media. The picture series is a series of pictures that can be used as a learning medium in writing narrative text. By combining the suggestopedia technique and picture series, it is expected that it can improve students' writing skills, especially in narrative texts. So, the students can understand the material and easily write down their ideas in a written text to make good writing.

D. Hypothesis

According to Freankel and Wallen, a hypothesis is a prediction, a statement about what specific outcome or outcome is expected to happen. The hypotheses of the research should indicate any expected relationships between the variables (factors, characteristics, or conditions) being studied and that they can be tested within a reasonable time.⁴⁶ From the explanation above, the writer takes the hypothesis as follows:

- 1) Null Hypothesis (H_0): There is no significant difference in students' writing achievement before and after being taught by using the suggestopedia technique and picture series.
- 2) Alternative Hypothesis (H_a): There is a significant difference in students' writing achievement before and after being taught by using the suggestopedia technique and picture series.

⁴⁶ Jack R. Frankel, *How to Design and Evaluate Research in Education* (Singapore: Mcgraw Hill, 2012), 20.

CHAPTER III

RESEARCH METHODS

This section introduces the research methods. The researchers participate in the explanation about research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis. The explanation of each part is as follows.

A. Research Design

This research is quasi experimental research. Quasi-experimental research is an assessment that aims to determine whether a plan or intervention will have the expected impact on the research participants. Quasi-experimental research takes many forms, but it is best to define it as a key component that lacks of true experiments. True experiments include (1) *pre-posttest design*, (2) *a treatment group and a control group* of study participants, quasi-experimental studies lack one or more of these design elements.

The research design is the Nonequivalent (Pre-Test and Post Test) control group design. In this design, experimental group A and control group B are selected without random assignment. Both groups take the pre-test and post-test, and only the experimental group receive treatment.

One of the most commonly use quasi experimental designs in educational research can be represented as:⁴⁷

Experimental O1 X O2

Control O3 O4

⁴⁷ Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

Notes:

- X : Treatment by using suggestopedia technique and picture series
- O1 : Pre-test for the experimental class
- O3 : Pre-test for the control class
- O2 : Post-test for the experimental class
- O4 : Post-test for the control class

In this study, the researcher carries out three stages, they are:

1. The Pre-Research Step

The first step is preparation. The researcher determines the experimental class and control class. The researcher also compiles lesson plans and data collection instruments.

2. The Research Step

The second step is acting. The researcher applies this treatment in the experimental class. The researcher teaches the class using the suggestopedia and picture series method. So, in this treatment, the researcher gets data from two tests, namely the pretest and posttest.

3. Data Analysis Steps

The third step is to collect data. The collected data are analyzed by the researcher. The steps are as follows:

- a) The researcher collects post-test scores from the experimental class and the control class.
- b) Test data using the T-test

The t-test is a statistical test that used to test whether or not the null hypothesis is true, which states that there is no significant difference between two samples are taken randomly from the same population.

This study is conducted in the tenth grade students of SMAN 1 Balong in the academic year of 2020/2021. The researcher chooses two classes by simple random sampling. They are class X-IPS 1 and X-IPS 2, there are 17 students in class X-IPS 1 and there are 17 students in class X-IPS 2. The classes are divided into two groups; they are a control group and an

experimental group. X-IPS 2 becomes the experimental group and X-IPS 1 becomes the control group.

Table 3.1: The number of the students

NO	CLASS	THE NUMBER OF THE STUDENTS
1.	X IPS 1	23
2.	X IPS 2	25
TOTAL		48

In this research, there are independent variable and dependent variable. The independent variable is the method of using suggestopedia technique, picture series and text book, whereas the dependent variable is the writing skill of narrative text.

B. Population and Sample

The population of the research is the X-IPS of SMAN 1 Balong in academic year 2020/2021. The tenth grade IPS of this school has two classes, and researcher uses both as research samples. There are two classes and the total number of X-IPS is 48 students. In this research, the researcher uses simple random sampling because all categories are homogeneous. This means that all subjects in the population have an equal probability of being selected as the research sample. They are X IPS 1 and X IPS 2; each class has 17 students. These classes are divided into two groups. They are the control group and the experimental group. X IPS 2 becomes the experimental group, and X IPS 1 becomes the control group.

The variables involve in this research are two variables. They are independent variables and dependent variables. The independent variable is the method of using suggestopedia technique, picture series and textbooks, while the independent variable is writing skills of narrative text.



X: Independent variable (Using suggestopedia technique, picture series and text book materials)

Y: Dependent variable (Writing skill)

→: Influence

Table 3.2: the research design

	Pretest	Treatment	Posttest
Experimental Group	O1	X1	O2
Control Group	O1	X2	O2

O1 : Pretest

X1 : Suggestopedia Technique and Picture Series (treatment)

O2 : Posttest

X2 : Textbook

C. Research Instruments

In this research, the instrument is an English writing test of narrative text. The test is carried out to collect the data. The research data appears in the form of students' writing performance.

The researcher should perform two tests, they are pre-test and post-test. The pretest is a test that given to all students in the X IPS 1 and X IPS 2 classes of SMAN 1 Balong. It is conducted to understand the student writing narrative skills before treatment. In this pretest, the researcher asks the student to write narrative text, the content of which is chosen by the researchers, or the students can choose their own topics. This writing consists of three paragraphs. While the posttest is a test that given to all students in the X IPS 1 and X IPS 2

classes of SMAN 1 Balong to measure their writing ability in narrative text. In this post-test, the researcher uses the same test as the pretest, but the researcher asks the students to write different topics in a clear general structure, which is explained by the researcher in the treatment.

The students participate in the experimental group and the control group. After that, the researcher teaches the writing of narrative text only through the suggestopedia technique and picture series of the experimental group. After using these methods to give treatment to the students, the researcher asks then students to write based on their knowledge results; while on the control group, the researcher asks the student to write narrative text without using the suggestopedia technique and picture series.

There are two requirements of a good instrument, they are:

1. Validity (Content Validity)

Validity is the most important consideration when developing and evaluating measuring instruments. Ary (2006: 225) defines validity as a tool to measure the degree it claims to achieve measures. In other words, validity can be defined as a tool that should be measured. In this study, to make sure the test validity, the researchers use content validity.

A test is said to have content validity when it is content on the test representative sample of the domain to be tested. Content validity is used to measure the test according to the material taught to the students or according to the syllabus based on the Curriculum of Senior High School of the second semester of English subject. Validity analysis is used to measure the r_{xy} , the consulted with r_{table} with 5% significance level for product moment with $N= 17$. Their index is 0,482. If the value of r_{xy} is higher than r_{table} the item is valid. Besides, if the value of r_{xy} is lower than r_{table} the item is not valid.

Total	Pearson Correlation	.607**	.740**	.808**	.689**	.825**	1
	Sig. (2-tailed)	.010	.001	.000	.002	.000	
	N	17	17	17	17	17	17

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.4 Test Item Validity

Item	"r" calculated	"r" table	Explanation
Organization	0,607	0,482	Valid
Logical Development	0,740	0,482	Valid
Grammar	0,808	0,482	Valid
Punctuation	0,689	0,482	Valid
Style	0,825	0,482	Valid

Based on the results of statistical correlation, "r" calculated higher than "r" table (0,482). It indicates that the test is valid.

2. Reliability

A reliability test is a test that can be relied upon if you give the same test to the same student on two different occasions, it will produce similar results. According to James Dean, reliability is the extent to which the result can be considered or stable.⁴⁸ It means that in two different situations, performing the same test on the same student or matched students should yield similar results.

In this research, the researcher uses the SPSS version 26 computer program and uses it with the inter-rater to obtain reliable results of writing test. The two raters use the

⁴⁸ James Dean Brown, *Testing in Language Program: A Comprehension Guide to English Language Assessment* (New York: New York: McGraw-Hill ESL/ELT, 2005).

scoring method to test the writing. The researcher is the first rater and the English teacher is the second rater. According to Creswell (2008), interstitial reliability involves observation made by two or more individuals with observed behavior. The researcher records the students' behavior scores and then compares the scores to see if their scores are similar or different.

The calculation of the reliability using SPSS programs as follows;

Table 3.5 Result of Reliability from SPSS

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded ^a	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.773	5

Table 3.6 Test Item Reliable

"r" alpha	"r" alpha	Explanation
0,773	0,482	Reliable

The reliability of students' reliability instrument is 0.773, according to the calculations in the table. The "r" table on the significance of a 5% is then consulted, including the reliability value. The "r" table has a value of 0.482. The "r" index reliability value is $0,773 > "r" \text{ table } (0,482)$, indicating that the test is reliable.

D. Data Collection Technique

Data collection is carried out to obtain the needed information in order to achieve the research objective. Before conducting the research, a researcher usually has a hunch based on the theory she uses, the hunch is called a hypothesis. To prove the hypothesis empirically, a researcher needs to collect the data to be investigated more deeply.

Data collection techniques in this research use quantitative data collection. In this research, the researcher uses documentation and test to collect data. Documents and tests use to determine the significant difference in teaching writing narrative text using suggestopedia and picture series. In detail the data collection techniques will be explained as follows:

1. Documentation

Documentation techniques are techniques about finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, agenda etc.⁴⁹ In this study, researcher documents the student test sheets, narrative text sheets, lesson plans, syllabus, and photo reports.

2. Test

Tests are a series of questions or exercises or other tools that used to measure the skills, knowledge, intelligence, abilities or talents possessed by individuals or groups (Arikunto, 1998: 139).⁵⁰ In experimental research, there are two kinds of tests. They are:

- a) Pre-test

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2016), 236.

⁵⁰ Arikunto, 139.

Pre-test is a test that given before treatment and it aims to find out the equivalent of the experimental and the control group before the implementation of the treatment. It is a test that given to all students in the X IPS 1 and X IPS 2 classes of SMAN 1 Balong. It is conducted to understand the student writing narrative skills before treatment. In this pretest, the researcher asks the student to write narrative text, the content of which is chosen by the researchers, or the students can choose their own topics.

b) Post-test

Post-test is a test that given after the implementation of the treatment. The aim is to see if there are any significant differences between the experimental and the control group. It is a test that given to all students in the X IPS 1 and X IPS 2 classes of SMAN 1 Balong to measure their writing ability in narrative text. In this post-test, the researcher uses the same test as the pretest, but the researcher asks the students to write different topics in a clear general structure, which is explained by the researcher in the treatment.



The result of the test is calculated by using scoring rubric for writing. The scoring rubric for writing to measure the test from Brown & Bailey, as follows.⁵¹

Table 3.7 Analytic Scale for Rating Composition Task

ASPECT	SCORE	PERFORMANCE DESCRIPTION
Organization	Excellent to good 18-20	Appropriate title, effective Introductory paragraph, topic is state leads o body: transitional expressions used: arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.
	Good to adequate 15-17	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some idea aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	Adequate to fair 12-14	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere.
	Unacceptable-not 6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; in adequate effort at organization.
	College-level 1-5	Absence of introduction or conclusion; no apparent organization of body; no severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

⁵¹ E-book: Brown, Douglas. *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), 244

Logical development to ideas: Content	Excellent to good 18-20	Essay addressed the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	Good to adequate 15-17	Essay addressed the issue but misses some points; ideas could be more fully developed; some extraneous material is present.
	Adequate to fair 12-14	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	Unacceptable-not 6-11	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
	College-level work 1-5	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	Excellent to good 18-20	Native-like fluency in English grammar, correct use of relative clause, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	Good to adequate 15-17	Advanced proficiency in English grammar, some grammar problems don't influence communication, although or run on sentence.
	Adequate-fair 12-14	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentence or fragment present.
	Unacceptable-not 6-11	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentence.
	College-level work 1-5	Severe grammar problems interfere greatly with the messages; reader can't understand what the writer was trying to say; unintelligible sentence structure.

Punctuation, spelling, and mechanics	Excellent to good 18-20	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
	Good to adequate 15-17	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	Adequate to fair 12-14	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	Unacceptable- not 6-11	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	College-level 1-5	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problem.
Style and quality of expression	Excellent to good 18-20	Precise vocabulary usage; use of parallel structures concise; good register.
	Good to adequate 15-17	Attempts variety; good vocabulary; no wordy; register OK; style fairly concise
	Adequate to fair 12-14	Some vocabulary misused; lack awareness of register; may be too wordy.
	Unacceptable- not 6-11	Poor expression of ideas; problems in vocabulary; lack variety on structure.
	College-level work 5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

E. Data Analysis Technique

In this research, data is collected through testing. The test is used to find out the student's score in the test. The data that obtain from the research results is a quantitative analysis of

student test results. Quantitative analysis by using statistics called descriptive analysis or inferential statistics.

The researcher uses two techniques for analyzing data, namely descriptive statistics and inferential statistics.

1. Descriptive analysis

Descriptive analysis is used to describe and interpret data. In this case, the researcher calculate the mean, standard deviation, and two scores so that the researcher can determine the student's writing ability based on the mean and standard deviation. Descriptive analysis aims to answer research questions about the following questions: whether there is a significant difference in the writing ability of narrative text between the students who taught using suggestopedia technique and picture series and the students who taught using textbooks.

2. Inferential analysis

Inferential analysis concentrate to answer the question, whether there is a significant difference in writing skills of narrative text between the students who taught using suggestopedia technique and the picture series and the students who didn't teach using suggestopedia technique and the picture series.

a) Normality Test

Normality Test uses to determine whether the dataset is well-modeled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed (Widyaningrum: 2009). Because it is not certain that data greater than 30 can be confirmed to be normally distributed, on the other hand, data less than 30 may not necessarily have a normal distribution, for which we need to prove.

The steps of analyzing normality test as follows (Widyaningrum: 2009):

Step 1:

- Make hypothesis
- H_a : distribution data are not normality.
- H_0 : distribution data are normality.

Step 2:

- Determining of M_x and SD_x

Step 3: Calculate the value of f_{kb} .

Step 4: Calculate each frequency divided by the number of data (f/n).

Step 5: F_b calculating each divided by the number of data (f_{kb}/n).

Step 6: Calculated the value of Z formula where X is the original value of data it is population mean can be estimated using the average of the sample or the meanwhile σ is the standard deviation of the sample values. Z values calculate each value after sorted from smallest to largest.

$$Z = \frac{x - \mu}{\sigma}$$

Step 7: Calculate $P \leq Z$

Step 8: For a_2 values obtain from the differences between columns 5 and 7 (f_{kb}/n and $P \leq Z$)

Step 9: For a_1 values obtain from the differences between columns 4 and 8 (f/n and a_2)

Step 10: Comparing the highest number a_1 with Kolmogorov-smirnov table.

b) Homogeneity Test

Homogeneity test is the variance ratio test between two groups or more (Widyaningrum: 2009). This test must be performed before other tests (such as T test and Anova) are performed. This test is used to ensure that the data set is indeed from the same sample. The researcher uses Herley test to calculate this research.

The formula of Harley test:

$$F(\max) = 1 + \frac{\text{var max}}{\text{var min}} = \frac{SD_{2max}}{SD_{2min}}$$

The steps of analyzing homogeneity test as follows:

1. Make a frequency distribution table
2. Calculate SD formula
3. Using the formula Harley
4. Comparing F (max) result that calculated with F (max) table, with $db=(n-1;k)$
5. Test the hypothesis

To measure the coefficient reliability items the researcher uses the K-R.

20 (Kuder-Richardson 20) formulas as follows:

$$r_{xx} = \frac{K}{K-1} \left(\frac{s_x^2 \sum pq}{s_x^2} \right)$$

Information:

r_{xx} :Reliability of the whole test

K : Number of items on the test

s_x^2 : Variance of scores on the total test (acquired standard deviation)

p : Proportion of correct responses on a single item

q : Proportion of incorrect responses on a single item

c) Testing Hypothesis

This test is used to see the significant differences in English writing skill between the tenth grade students of Senior High School who used suggestopedia technique and picture series and those who didn't used suggestopedia technique and picture series. To test the hypothesis, in this study the researcher uses the T-test to determine whether there are differences between variables in the research. The researcher uses the SPSS 26 for windows program to analyze the T-test.

The criteria of testing hypothesis, as below:

- a) H_0 : if $t\text{-test} < t\text{-table}$ in significant degree 5%
- b) H_a : if $t\text{-test} > t\text{-table}$ in significant degree 5%

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter contains research location, data description, data analysis, and discussion of the thesis. The explanation of each part is as follows:

A. Research Location

The research location consists of the geographical location, vision, mission, and objectives of SMAN 1 Balong.

1. The Geographical Location of SMAN 1 Balong

The location of SMAN 1 Balong is located on the Jl. Kemajuan No. 08, Karanganyar, Balong, Ponorogo.

2. Vision, Mission, and Objectives of SMAN 1 Balong

It will be explained as follows:

a. Vision

The vision of SMAN 1 Balong is to have a noble character, excel in achievement, have skills, and be environmentally friendly.

b. Mission

To realize the vision above, SMAN 1 Balong has the following missions:

- 1) Forming students who have character and noble character.
- 2) Improving graduate academic achievement.
- 3) Improving student achievement in the extra-curricular field.
- 4) Equipping students with various skills through Mulok.
- 5) Creating a clean and green school environment.

c. Objectives

The graduates of SMAN 1 Balong are expected to be able to:

- 1) have an obedient attitude in worship.
- 2) have a disciplined attitude and high work ethic.

- 3) have an average graduate score above the SKL set by the Government.
- 4) achieve the KKM value set by the school.
- 5) make batik and have an entrepreneurial mentality.
- 6) make various kinds of dishes and have an entrepreneurial mentality.
- 7) operate a computer in the use of multimedia.
- 8) make it an adiwiyata school.

B. Data Description

The objective of this study is to find out the significant difference between the students who are taught by using the suggestopedia technique and picture series and the students who are not taught by using the suggestopedia technique and picture series in teaching writing at the tenth grade of SMAN 1 Balong. The population in this research is the X-IPS of SMAN 1 Balong in the academic year 2020/2021. The tenth grade IPS of this school has two classes, and the researcher uses both as research samples. There are two classes and the total number of X-IPS is 48 students. The researcher only took 34 students from it. Each control and the experimental class consisted of 17 students.

1. Research Schedule

There were four meetings in the experimental class's teaching-learning process. There was a pre-test for the first. Then there were two treatments (one using the suggestopedia technique and the other using a picture series), followed by a post-test at the end of the meeting. In addition, the control class had four sessions during the teaching-learning process, the first of which was a pre-test given to students. After that, there were two treatments (first treatment and second treatment using teachers' lectures), followed by a post-test at the end of the meeting. The following table shows the research schedule:

Table 4.1 Research Schedule in Experimental Class

Date	Activity
March, 19 th 2021	Pre-Test
March, 26 th 2021	The First Treatment
April, 2 nd 2021	The Second Treatment
April, 9 th 2021	Post-Test

Table 4.2 Control Class

Date	Activity
March, 19 th 2021	Pre-Test
March, 26 th 2021	The First Treatment
April, 2 nd 2021	The Second Treatment
April, 9 th 2021	Post-Test

2. Research Procedures

The researchers conducted a pre-test for both classes before beginning treatment. Before the researcher gave treatment, this activity was used to know about the students' writing abilities in both classes. The test took the form of a written exam. The focus of the test was on narrative text. The researcher conducts treatment after giving a pre-test.

In the experimental class, the researcher taught students using the suggestopedia technique and picture series. The teaching procedures using the suggestopedia technique and picture series are as follows: First, the researchers played musical instruments as a medium of learning methods. Second, the researcher showed a story in the form of a picture series and asked the students to understand and tell the story briefly. Third, the researcher showed an example of narrative text and asked the students to understand the type of text. Fourth, the students read narrative texts guided by the researchers and the students interpreted the text in outline. Fifth, the researcher explained social function, generic structure, and language features in narrative text. Sixth, the students organized

their ideas into narrative text. Meanwhile, in the control class, the researcher used a conventional teaching technique or the teacher's way to teach the students. The materials were similar in all classrooms, so there were variations in both classes due to a teaching-learning technique.

The researchers conducted a post-test for both classes after the pre-test and treatment. The goal of this activity was to learn about the students' writing abilities in both classes after they had been treated by the researcher. The format and focus of the test were similar to the pre-test.

3. The Result of Students' Pre-test Score in Experimental Class

To collect data, the researcher used a written test. It was used to test the writing abilities of the students. The students were required to write a narrative text. Before they were taught using the suggestopedia technique and picture series, the students' writing achievement was shown in the table below. The students received the following grades:

Table 4.3 Result of Student's Pre-Test Score in Experimental Class

No	Name	Score (Organization, Logical Development, Grammar, Punctuation, Style)					Total
		O	L	G	P	S	
1	AAN	5	5	6	4	6	26
2	DAKN	11	10	14	15	12	62
3	DP	10	11	11	13	11	56
4	DAR	6	5	10	9	11	41
5	DYKN	13	12	12	13	10	60
6	FADS	14	14	13	15	12	68
7	HDA	12	12	14	11	11	60
8	MDP	12	13	12	14	13	64

9	MB	10	10	12	13	11	56
10	MTA	10	11	12	14	10	57
11	NAM	10	10	15	13	12	60
12	NPA	14	14	13	10	11	62
13	RS	6	7	12	13	11	49
14	RB	11	10	13	15	11	60
15	SAP	12	12	11	14	11	60
16	SW	7	6	5	5	6	29
17	T	12	11	14	11	10	58
TOTAL							928
MEAN							54,59

Table 4.3 shows that the pretest's highest score is 68, while the pretest's lowest score is 26. The pretest has a total score of 928, with a mean score of 54,59.

Table 4.4 Frequency Distribution of Pre-Test in Experimental Class
Pre-Test Experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 26	1	5.9	5.9	5.9
29	1	5.9	5.9	11.8
41	1	5.9	5.9	17.6
49	1	5.9	5.9	23.5
56	2	11.8	11.8	35.3
57	1	5.9	5.9	41.2
58	1	5.9	5.9	47.1
60	5	29.4	29.4	76.5
62	2	11.8	11.8	88.2
64	1	5.9	5.9	94.1
68	1	5.9	5.9	100.0
Total	17	100.0	100.0	

Table 4.4 shows that the students' writing achieved a wide range of scores. 5.9% from 1 student achieved point total 26, 5.9% from 1 student achieved point total 29, 5.9% from 1 student achieved point total 41, 5.9% from 1 student achieved point total 49, 11.8 % from 2 students achieved point total 56, 5.9% from 1 student achieved point total 57, 5.9% from 1 student achieved point total 58, 29.4% from 5 students achieved point total 60, 11.8 % from 2 students achieved point total 62, 5.9% from 1 student achieved point total 64, 5.9% from 1 student achieved point total 68. The histogram below is based on table 4.4:

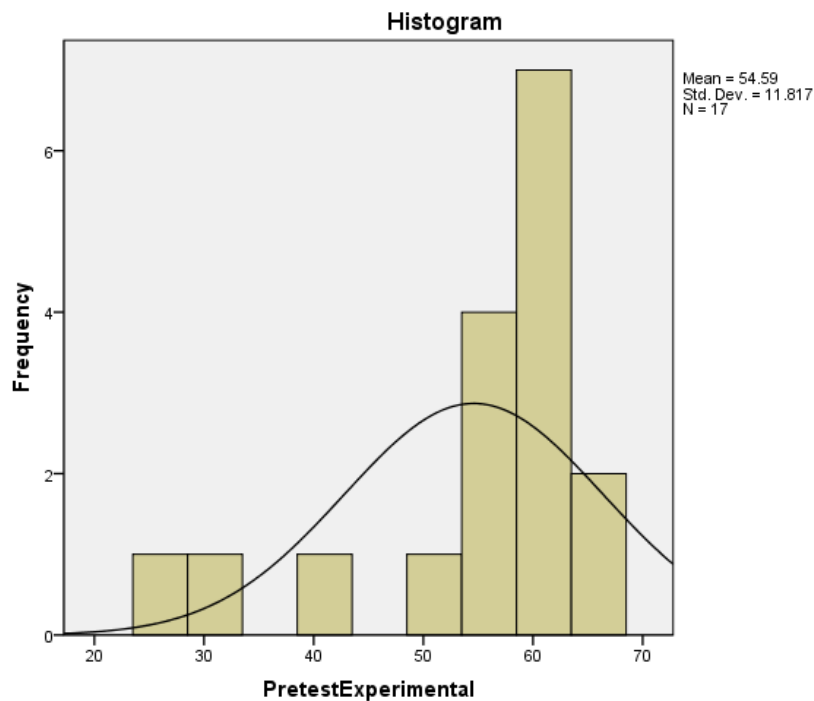


Figure 4.1 Histogram of Pre- Test in Experimental Class

Figure 4.1 shows that $M = 54.59$ and $SD = 11.817$. The researcher used the following standards to classify the scores to assess whether students' writing ability was good, medium, or low:

- a. For category low, the pre-test score is less than $M - 1. SD$ ($54.59 - 11.817 = 42.773$)

- b. For category medium, the pre-test score ranged from $M - 1. SD$ ($54.59 - 11.817 = 42.773$) to $M + 1. SD$ ($54.59 + 11.817 = 66.407$).
- c. For category good, the pre-test scores more than $M + 1. SD$ ($54.59 + 11.817 = 66.407$).

According to the result above, the pre-test score that is less than 42.773 is considered low, the pre-test score that is between 42.773 and 66.407 is classed medium, and the pre-test score that is greater than 66.407 is categorized well

4. The Result of Students' Post-test Score in Experimental Class

The students' writing achievement was shown in the table below after they were taught using the suggestopedia technique and picture series. The students' scores were as follows:

Table 4.5 Result of Student's Post-Test Score in Experimental Class

No	Name	Score (Organization, Logical Development, Grammar, Punctuation, Style)					Total
		O	L	G	P	S	
1	AAN	15	14	14	15	15	73
2	DAKN	16	15	16	18	15	80
3	DP	17	18	16	17	15	83
4	DAR	16	17	15	14	15	77
5	DYKN	17	15	15	18	17	82
6	FADS	16	15	16	17	17	81
7	HDA	17	17	15	15	17	81
8	MDP	18	18	17	18	15	86
9	MB	16	14	15	17	15	77
10	MTA	18	18	16	18	17	87
11	NAM	18	16	15	18	16	83
12	NPA	18	17	15	15	18	83

13	RS	16	17	15	18	15	81
14	RB	15	16	15	17	16	79
15	SAP	17	15	14	11	16	73
16	SW	12	11	14	12	12	61
17	T	18	19	16	15	18	86
TOTAL							1353
MEAN							79,59

Table 4.5 shows that the higher score on the post-test is 87, while the lowest score on the post-test is 61. The post-test has a total score of 1353 points, with a mean score of 79,59 points.

Table 4.6 Frequency Distribution of Post-Test in Experimental Class

Post-Test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	1	5.9	5.9	5.9
	73	2	11.8	11.8	17.6
	77	2	11.8	11.8	29.4
	79	1	5.9	5.9	35.3
	80	1	5.9	5.9	41.2
	81	3	17.6	17.6	58.8
	82	1	5.9	5.9	64.7
	83	3	17.6	17.6	82.4
	86	2	11.8	11.8	94.1
	87	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Table 4.6 shows that the students' writing received a wide range of scores. 5.9% from 1 student achieved point total 61, 11.8 % from 2 students achieved point total 73, 11.8 % from 2 students achieved point total 77, 5.9% from 1 student achieved point total 79, 5.9% from 1 student achieved point total 80, 17.6% from 3 students achieved point total 81, 5.9% from 1 student achieved point total 82, 17.6% from 3 students achieved point total 83, 11.8 % from 2 students achieved point total 86, 5.9% from 1 student achieved point total 87. The histogram below is based on table 4.6:

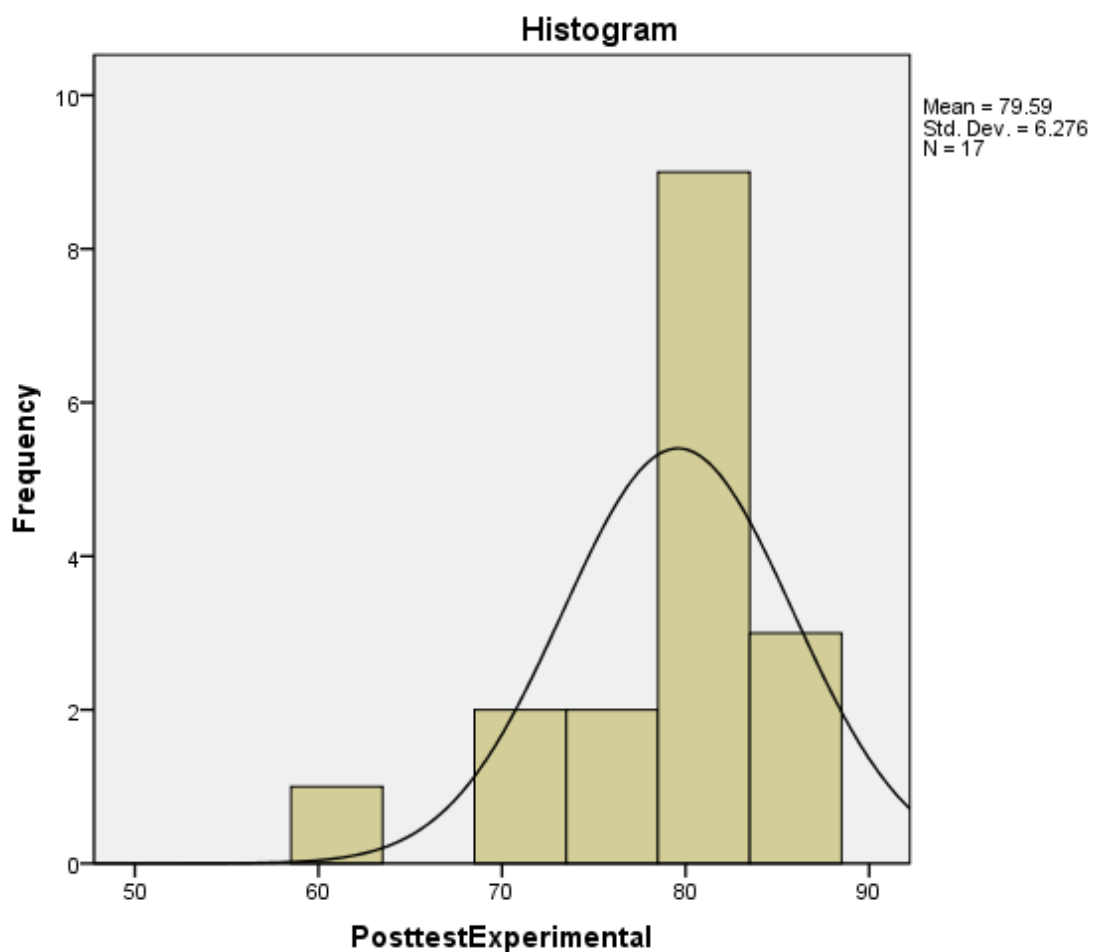


Figure 4.2 Histogram of Post-Test in Experimental Class

Figure 4.2 shows that $M = 79.59$ and $SD = 6.276$. The researcher used the following standards to classify the scores to assess whether students' writing ability was good, medium, or low:

- a. For category low, the post-test score is less than $M - 1. SD (79.59 - 6.276 = 73.314)$.
- b. For category medium, the post-test score ranged from $M - 1. SD (79.59 - 6.276 = 73.314)$ to $M + 1. SD (79.59 + 6.276 = 85.866)$.
- c. For category good, the post-test score more than $M + 1. SD (79.59 + 6.276 = 85.866)$.

According to the result above, the post-test score that is less than 73.314 is considered low, the post-test score that is between 73.314 and 85.866 is classed medium, and the post-test score that is more than 85.866 is categorized well

5. The Result of Students' Pre-Test Score in Control Class

The table below shows the students' writing skills before they gave treatment in the control class. Students received the following test scores:

Table 4.7 Result of Student's Pre-Test Score in Control Class

No	Name	Score (Organization, Logical Development, Grammar, Punctuation, Style)					Total
		O	L	G	P	S	
		1	ADI	13	16	17	
2	A	11	12	12	16	11	62
3	AF	16	13	14	17	12	72
4	AW	11	11	12	14	11	59
5	CRAP	11	13	15	12	12	63
6	INRB	12	15	13	13	11	64
7	IYP	11	12	12	17	13	65
8	KIP	15	14	12	16	18	75
9	NRAL	11	13	16	17	12	69

10	NBS	15	12	11	11	14	63
11	RSB	12	14	14	16	15	71
12	RO	11	10	5	10	6	42
13	RYWA	13	14	11	11	14	63
14	SW	11	12	12	11	13	59
15	SDA	18	15	15	16	15	79
16	YNA	15	13	15	18	15	76
17	YD	11	13	17	17	13	71
TOTAL							1127
MEAN							66,29

Table 4.7 shows that the higher score on the pre-test is 79, while the lowest score on the pre-test is 42. The pre-test has a total score of 1127, with a mean score of 66,29

Table 4.8 Frequency Distribution of Pre-Test in Control Class

Pre-Test Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 42	1	5.9	5.9	5.9
59	2	11.8	11.8	17.6
62	1	5.9	5.9	23.5
63	3	17.6	17.6	41.2
64	1	5.9	5.9	47.1
65	1	5.9	5.9	52.9
69	1	5.9	5.9	58.8
71	2	11.8	11.8	70.6
72	1	5.9	5.9	76.5
74	1	5.9	5.9	82.4
75	1	5.9	5.9	88.2
76	1	5.9	5.9	94.1
79	1	5.9	5.9	100.0

Pre-Test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	1	5.9	5.9	5.9
	59	2	11.8	11.8	17.6
	62	1	5.9	5.9	23.5
	63	3	17.6	17.6	41.2
	64	1	5.9	5.9	47.1
	65	1	5.9	5.9	52.9
	69	1	5.9	5.9	58.8
	71	2	11.8	11.8	70.6
	72	1	5.9	5.9	76.5
	74	1	5.9	5.9	82.4
	75	1	5.9	5.9	88.2
	76	1	5.9	5.9	94.1
	79	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Table 4.8 shows that the students' writing achieved a wide range of scores. 5.9% from 1 student achieved point total 42, 11.8 % from 2 students achieved point total 59, 5.9% from 1 student achieved point total 62, 17.6% from 3 students achieved point total 63, 5.9% from 1 student achieved point total 64, 5.9% from 1 student achieved point total 65, 5.9% from 1 student achieved point total 69, 11.8 % from 2 students achieved point total 71, 5.9% from 1 student achieved point total 72, 5.9% from 1 student achieved point total 74, 5.9% from 1 student achieved point total 75, 5.9% from 1 student achieved point total 76, 5.9% from 1 student achieved point total 79. The histogram below is based on table 4.8:

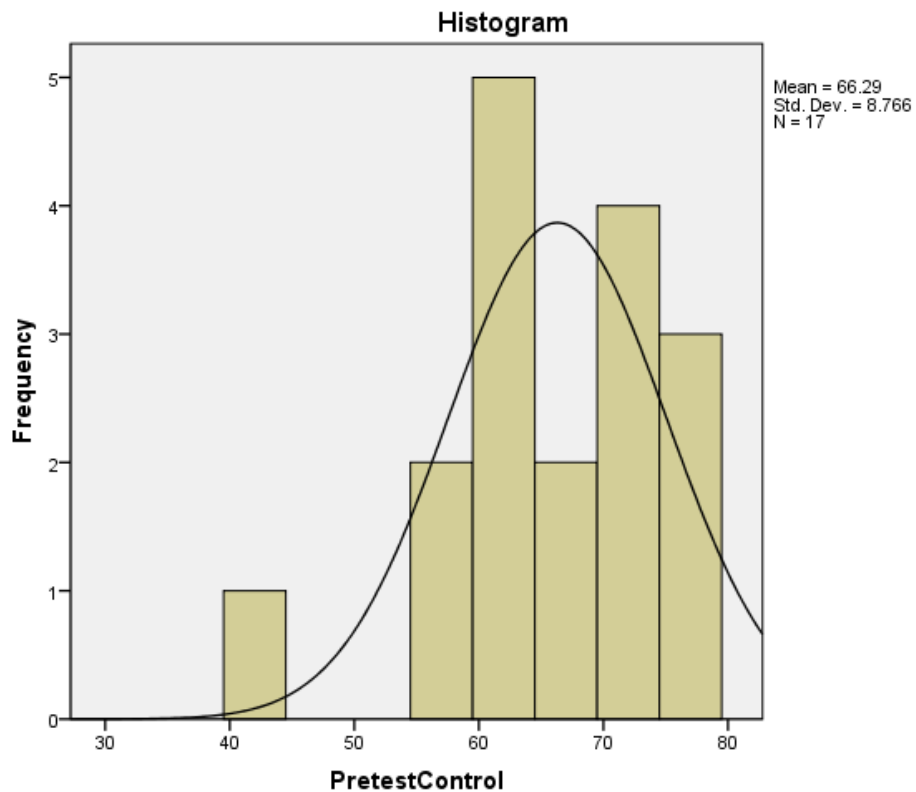


Figure 4.3 Histogram of Pre-Test in Control Class

Figure 4.3 shows that $M = 66.29$ and $SD = 8.766$. The researcher used the following standards to classify the scores to assess whether students' writing ability was good, medium, or low:

- a. For category low, pre-test score less than $M - 1. SD$ ($66.29 - 8.766 = 57.524$).
- b. For category medium, the pre-test score ranged from $M - 1. SD$ ($66.29 - 8.766 = 57.524$) to $M + 1. SD$ ($66.29 + 8.766 = 75.056$).
- c. For category good, the pre-test score greater than $M + 1. SD$ ($66.29 + 8.766 = 75.056$)

According to the results above, the pre-test score that is less than 57.524 is considered low, the pre-test score that is between 57.524 and 75.056 is classed medium, and the pre-test score that is higher than 75.056 is categorized well

6. The Result of Students' Post-Test Score in Control Class

The table below shows the students' writing skills after they were given treatment in the control class. Students received the following test scores:

Table 4.9 Result of Student's Post-Test Score in Control Class

No	Name	Score (Organization, Logical Development, Grammar, Punctuation, Style)					Total
		O	L	G	P	S	
1	ADI	16	15	13	14	17	75
2	A	15	15	11	11	13	65
3	AF	13	12	10	14	11	60
4	AW	13	13	15	12	13	66
5	CRAP	18	18	17	13	14	80
6	INRB	15	13	15	12	13	68
7	IYP	15	13	11	14	12	65
8	KIP	14	16	11	15	12	68
9	NRAL	10	9	12	16	11	58
10	NBS	16	14	15	13	16	74
11	RSB	18	18	17	15	16	84
12	RO	13	13	15	12	13	66
13	RYWA	12	10	11	11	9	53
14	SW	12	13	13	10	12	60
15	SDA	17	18	14	18	15	82

16	YNA	13	11	14	14	11	63
17	YD	15	14	15	13	15	72
TOTAL							1159
MEAN							68,18

Table 4.9 shows that the higher score on the post-test is 84, while the lowest score on the post-test is 53. The post-test has a total score of 1159, with a mean score of 68,18.

Table 4.10 Frequency Distribution of Post-Test in Control Class

Post-Test Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 53	1	5.9	5.9	5.9
58	1	5.9	5.9	11.8
60	2	11.8	11.8	23.5
63	1	5.9	5.9	29.4
65	2	11.8	11.8	41.2
66	2	11.8	11.8	52.9
68	2	11.8	11.8	64.7
72	1	5.9	5.9	70.6
74	1	5.9	5.9	76.5
75	1	5.9	5.9	82.4
80	1	5.9	5.9	88.2
82	1	5.9	5.9	94.1
84	1	5.9	5.9	100.0
Total	17	100.0	100.0	

Table 4.8 shows that the students' writing received a wide range of scores. There were 5.9% from 1 student achieved point total 53, 5.9% from 1 student achieved point total 58, 11.8% from 2 students achieved point total 60, 5.9% from 1 student achieved

point total 63, 11.8% from 2 students achieved point total 65, 11.8% from 2 students achieved point total 66, 11.8% from 2 students achieved point total 68, 5.9% from 1 student achieved point total 72, 5.9% from 1 student achieved point total 74, 5.9% from 1 student achieved point total 75, 5.9% from 1 student achieved point total 80, 5.9% from 1 student achieved point total 82, 5.9% from 1 student achieved point total 84. The histogram below is based on table 4.10:

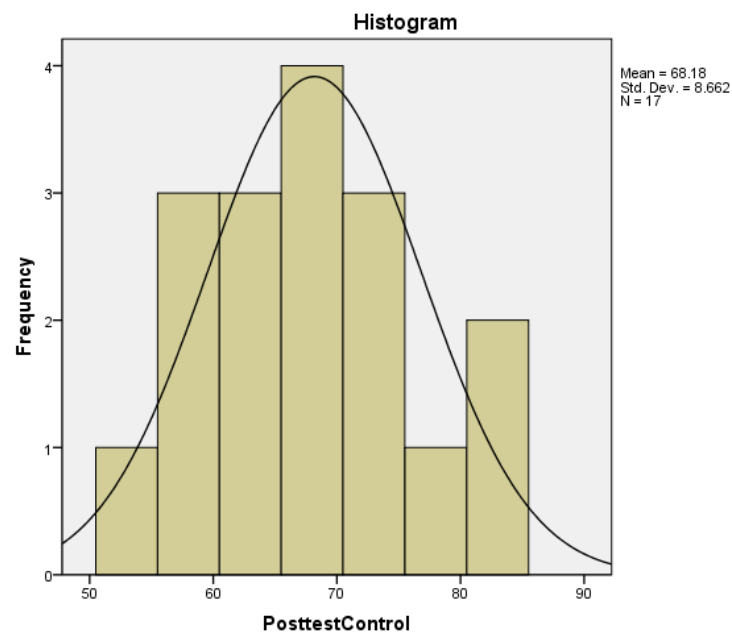


Figure 4.4 Histogram of Post-Test in Control Class

Figure 4.4 shows that $M = 68.18$ and $SD = 8.662$. The researcher used the following standards to classify the scores to assess whether students' writing ability was good, medium, or low:

- a. For category low, post-test score less than $M - 1. SD$ ($68.18 - 8.662 = 59.518$).
- b. For category medium, post-test score ranged from $M - 1. SD$ ($68.18 - 8.662 = 59.518$) to $M + 1. SD$ ($68.18 + 8.662 = 76.842$).

For category good, post-test score more than $M + 1. SD$ ($68.18 + 8.662 = 76.842$).

According to the results above, the post-test score that is less than 59.518 is considered low, the post-test score that is between 59.518 and 76.842 is categorized medium, and the post-test score that is higher than 76.842 are categorized well.

C. Data Analysis

The data analysis will be described the result of the assumption test

1. The Result of Assumption Test

The result of the assumption test consists of a normality test, homogeneity test, and hypothesis. It will be explained as follows:

a. Normality Test

The Normality Test is used to test whether a normal distribution can accurately represent a dataset or to calculate the probability that a random variable will be normally distributed. Because it is not certain that data greater than 30 can be confirmed to be normally distributed, on the other hand, data less than 30 may not necessarily have a normal distribution, for which we need to prove.



The Kolmogorov-Smirnov formula is used, and the values are calculated using SPSS for Windows. The calculation provided the following result:

1) Normality Test of Experimental Class

Table 4.11 Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		17
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.43142041
Most Extreme Differences	Absolute	.127
	Positive	.092
	Negative	-.127
Kolmogorov-Smirnov Z		.524
Asymp. Sig. (2-tailed)		.946

a. Test distribution is Normal.

b. Calculated from data.

Table 4.11 shows that the sig. 2 tailed of the class was 0.946. It can be indicated that the results of this study were normal so the value was greater than 0.05 ($0.946 > 0.05$).

PONOROGO

2) Normality Test of Control Class

Table 4.12 Normality Test of Control Class**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		17
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.32998607
Most Extreme	Absolute	.073
Differences	Positive	.067
	Negative	-.073
Kolmogorov-Smirnov Z		.301
Asymp. Sig. (2-tailed)		1.000

a. Test distribution is Normal.

b. Calculated from data.

Table 4.12 shows that the sig. 2 tailed of the class was 1.000. It can be indicated that the results of this study were normal so the value was greater than 0.05 ($1.000 > 0.05$).

b. Homogeneity Test

The homogeneity test is the variance ratio test between two groups or more. This test must be performed before other tests (such as the T-test and Anova) are performed. This test is used to ensure that the data set is indeed from the same sample.

The researcher used SPSS for windows to calculate the homogeneity test. The result of the calculation is as follows:

Table 4.13 Homogeneity Test of Experimental and Control Class**Test of Homogeneity of Variance**

		Levene			
		Statistic	df1	df2	Sig.
Students Learning Score	Based on Mean	2.211	1	32	.147
	Based on Median	1.922	1	32	.175
	Based on Median and with adjusted df	1.922	1	31.099	.176
	Based on trimmed mean	2.383	1	32	.133

Referring to the table of homogeneity test previous section, it indicated that the data was 0.147. It can be stated that the variant of the data was homogeneous so the value of a statistic is higher ($0.147 > 0.05$).

c. Hypothesis Test

The hypothesis was tested after the researcher assessed for normality and homogeneity. The researcher conducted the t-test to interpret the data by using the Spss system. The data calculation provided the following result:

Table 4.14 Mean Score of Experimental and Control Class**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error
					Mean
Result of Study	Post Test Experimental	17	79.59	6.276	1.522
	Post Test Control	17	68.18	8.662	2.101

The data in table 4.14 shows that the total number of students in the experimental and control classes was 34. The experimental class had a mean of 79.59, while the control class had a mean of 68.18. As a result, it may be concluded that the mean of students' post-test scores differed between the control and experiment classes. Furthermore, the researcher must analyze the following result of the "Independent Sample Test" to determine whether the difference was significant.

Table 4.15 Calculation of T-Test Independent Sample Test
Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
2.211	.147	4.399	32	.000	11.412	2.594	6.127	16.696
		4.399	29.168	.000	11.412	2.594	6.107	16.716

Referring to table 4.15, it is gained that the value of t_0 is 4,399 with the degree of freedom (df) being 32. The researcher used a degree of significance of 5%. In the table of significance, it can be seen that the degree of freedom (df) is 32 and the value of degree significance of 5% is 2,037. If it is tried to compare with the value of degree significance of 5%, the outcome is $2,037 < 4,399$. In other words, it indicates that there is a significant difference between students'

writing achievement before and after being taught while using the suggestopedia technique and picture series. H_0 was rejected and H_a was acceptable.

D. Discussion of The Thesis

The researchers conducted the pre-test to the experimental and control groups on March 19th, 2021. Before the students were given treatment, the researcher gave a test to collect data for a pre-test. After providing the pre-test, the researcher distributed treatment in the class for the second meeting on March 26th, 2021, and April 2nd, 2021 for experimental and control classes. For the experimental class, the researcher used the suggestopedia technique and a picture series to teach the narrative text. In addition, in the control class, the researcher taught narrative material using normal lecturing methods or the teacher's method. The researchers conducted a post-test after providing the pre-test and treatment. After students received treatment, the researchers conducted a test to collect data for a post-test.

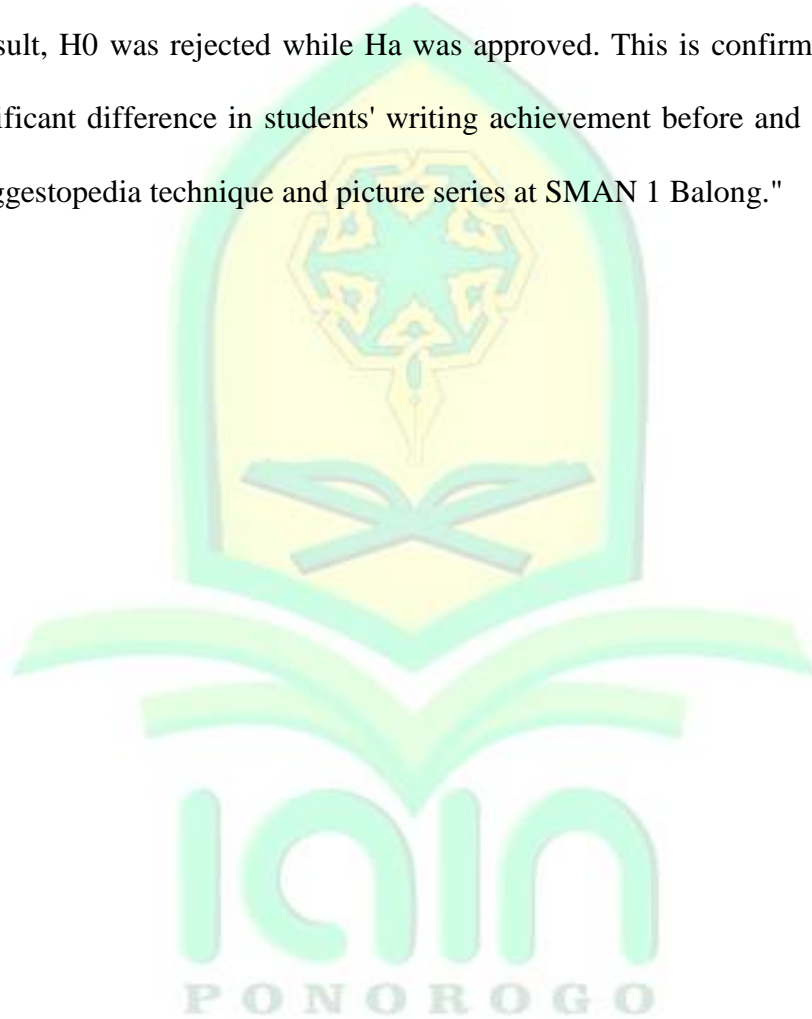
So, in the academic year 2020/2021, the researcher has confirmed the hypothesis that the suggestopedia technique and picture series are efficient for teaching writing to tenth-grade students at SMAN 1 Balong. The researcher evaluated the results of the data t-test with the t-table in this interpretation. H_0 is rejected while H_a is accepted if the t-test is higher than the t-table. Table 4.15 shows that students who were taught using the suggestopedia technique and picture series had a different coefficient than students who were not taught using the suggestopedia technique and picture series, which was 4,399.

There are two hypotheses of this study:

1. Null Hypothesis (H_0): There is no significant difference in students' writing achievement before and after being taught by using the suggestopedia technique and picture series.

2. Alternative Hypothesis(H_a): There is a significant difference in students' writing achievement before and after being taught by using the suggestopedia technique and picture series.

According to the calculations above, the t-test for this study was 4,399, and the t-table for $df\ 32 = 2,037$. It means the output t-test resulted in a higher value than the t-table ($4,399 > 2,037$). As a result, H_0 was rejected while H_a was approved. This is confirmed in a study that "there is a significant difference in students' writing achievement before and after being taught by using the suggestopedia technique and picture series at SMAN 1 Balong."



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section introduces conclusions and suggestions. It will be explained as follows:

A. Conclusions

This research has investigated the effectiveness of the suggestopedia technique and picture series in teaching writing at the tenth grade of SMAN 1 Balong. Based on the findings from the experimental and control classes' writing achievement, it is determined that the contribution of the suggestopedia technique and picture series in teaching writing narrative text has a significant effect on students' writing achievement. The researcher concludes that there is a significant difference in achievement in teaching writing between the students who are taught by using the suggestopedia technique and picture series and the students who are not taught by using suggestopedia technique and picture series in teaching writing. The index of t_0 is 4,399, it is higher than the index of t_t (2,037) at the level of significant 5%. This is confirmed in this study that "there is a significant difference in students' writing achievement before and after being taught by using the suggestopedia technique and picture series at SMAN 1 Balong."

B. Suggestions

This research suggests that using the suggestopedia technique and picture series to teach writing can help students improve their writing skills. In light of the above discussion, the researcher suggests the following:

1. For the teachers

The teachers should be innovative when it comes to bringing enjoyable techniques into the teaching-learning process. In addition, the suggestopedia technique and picture series can be used to teach writing as an alternative method.

2. For the students

The students should get more practice by using the suggestopedia technique and picture series when they compose English text to enhance their ability in writing.

3. For other researchers

The researcher hopes that the findings of this study will be useful as a reference or source of information for future research and to develop knowledge in the English teaching-learning process.



REFERENCES

- Anderson, M, Anderson, K. *Text types in english 3*, South Yarra: Macmillan Education Australia, 2003.
- Apsari, Yanuarti. "The Use of Picture Series in Teaching Writing Recount Text," *ELTIN Journal*, Vol 5, No. 2, 2017, 53.
- Arikunto, Suharsimi. *Prosuder Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta, 1998.
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2016.
- Asnur, Sardian Maharani. "Measuring the Effectiveness of Suggestopedia Method in EFL Writing Class." *Journal of Adabiyah*, 2015, 15 (1). 9-17.
- Brown, Douglas. *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), 244.
- Brown, James Dean. *Testing in Language Program: A Comprehension Guide to English Language Assessment*. New York: New York: McGraw-Hill ESL/ELT, 2005.
- Eni, Clarry, and Dewi, "Improving Students' Recount Text Writing by Using Picture Series," *Educational Journal*, Vol 2, No. 4, 2013, 5 & 11.
- Harmer, Jeremy. *The Practice of English Language Teaching*. England: Pearson Limited Edition, 2001.
- . *The Practice of English Language Teaching*. New York: Longman, 1991.
- . *How to Teach Writing*. England: Pearson Education Limited, 2004.
- Heaton, J.B. *Writing English Language Test*. New York: Longman INC, 1989.
- Jack R. Frankel, *How to Design and Evaluate Research in Education* (Singapore: Mcgraw Hill, 2012), 20
- Joanna, & Elzbieta. "The Effect of Enjoyment on Learning," *Educational Journal*, 2018, 3 , 0508.
- Komang, Nengah, & Ida. "The Use of Picture Series to Improve Writing Skill of EFL Learners," *International Journal of Applied Science and Sustainable Development*, Vol 2, No. 2, (September 2020), 34.
- Kusner, Charles. "Suggesting Lozanov: Suggestopedia and Creative Writing at A High School in Durban, South Africa" (University of Kwazulu-Natal) 2007.
- Louis, C. Lawrence, M &, Keith, M. *Research Methods in Education*, (London and New York: Routledge, 2007), 283

- Muhibbudin. "The Application of Picture Series to Improve Writing Skills," *English Education Journal*, Vol. 7, No. 3, 2016, 290-291.
- Mustofa, Akbar Ali. "Improving the Students' Skill in Writing Descriptive Text by Using Suggestopedia Method at the Eleventh Grade of MA Nurul Ulum Kotagajah Central Lampung in the Academic Year of 2018/2019." (IAIN Metro) 2019.
- Mochtar, Kalsum. "Improving the Second Year Students' Ability in Writing Narrative Paragraphs by Using Picture Series," *Educational Journal*, Vol. 12, No. 3, 2005, 4.
- Munfarida, Sella. "The Effectiveness of Picture Series Media toward Writing Skill for The Eighth Grade Students of MTs Nurush Sholihin Magetan in Academic Year 2013/2014," *STAIN Ponorogo*, 2014.
- Nieves, Naomi Vega. "Effects of the Suggestopedia Method on Attitudes and Language Achievement in English among Ninth Grade Puerto Rican Students," *Educational Journal*, 125.
- Novita, Vania Teska. "The Effectiveness Of Teaching Writing Through Picture Series to Grade VIII Students of SMPN 3 Sleman." *Universitas Negeri Yogyakarta*, 2014.
- Nunan, David. *Practical English Language Teaching*. New York: McGraw-Hill, 2003.
- . *Teaching English to Speakers of Other Languages*. New York: Routledge, 2015.
- Pardiyono. *Bahasa Indonesia*. Bandung: CV Andy Offset Company.Inc, 2007.
- Pradheeba, William and Sundaravalli, "Suggestopedia: A Friendly Approach to the Inclusive Classroom," *Educational Journal*, Vol. 8, No. 4851, 2018, 5.
- Rahmasari, Slamet, & Rukayah, "The Effect of Suggestopedia Learning Method on Description Writing Skills of Fourth Grade Elementary Pupils," *Educational Journal, Sebelas Maret University*. 2 (1). 2016, 271.
- Ratnasari, Dwi. "The Effectiveness of Suggestopedia Method toward Writing Skill on Procedure Text for the Seventh Grade of SMPN 4 Ponorogo in Academic Year 2014/2015," *STAIN Ponorogo*, 2015.
- Richards, J. C. &, Renandya, W. A. *Methodology in Language Teaching*. Cambridge University Press, 2002.
- Rosina. "Promoting Critical Literacy in Enhancing Students' Comprehension of Narrative Texts," *Pattimura University*, 4
- Smaldino, E. Sharon et al. *Instructional Technology and Media for Learning*. New Jersey: Pearson, 2005.
- Susilawati, Fenty. "Teaching Writing of Narrative Text Through Digital Comic," *Journal of English and Education*, Vol. 5, No. 2, 2017, 103.
- Thanh Huy, Nguyen. "Problems Affecting Learning Writing Skill Of Grade 11 At Thong Linh High School." *Dong Thap University* Vol. 3, No. 2, 2015 (n.d.).

Thresia, Fenny. "Improving Students' Writing Ability Through Cue Cards Technique." *Premise Journal*, 2017, 8.

———. *The Influence of Using Picture Series and Realia Toward Writing Ability*. Metro: Universitas Muhammadiyah Metro, 2017.

Wicaksono, Langgeng Aji. "The Effectiveness of Using Picture Series as Teaching Media to Improve Students' Writing Ability in Narrative Text at SMAN 1 Sumberpucung," *Universitas Muhammadiyah Malang*, 2020.

Wright, Andrew. *1000+ Pictures for Teacher to Copy*. New York: Longman, 1996.

———. *Pictures for Language Learning*. Cambridge: Cambridge University Press, 1989.

Yuliani, Rizka. "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," *Universitas PGRI Semarang*, 2015.

Zaid, Prof. Mohamed A. "Using Suggestopedia in ELT in Saudi Arabia: Implications for Pedagogy," *Educational Journal*, 2014, 114.



