

ABSTRACT

Ratnasari, Dwi, 2015. The Effectiveness of Suggestopedia Method Toward Writing Skill on Procedure Text for Seventh Grade Students of SMPN 4 Ponorogo in Academic Year 2014/2015. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN) Ponorogo. Advisor Dr. Harjali, M.Pd.

Key words: Suggestopedia Method, Teaching Writing, Procedure Text

Writing is one of the most important skills that students should have in learning English. The students learn to write in English in order to explore their idea. Method of suggestopedia considered give good impact to the students writing skill, especially in SMPN 4 Ponorogo. Dealing with the explanation above, the researcher is intended to conduct a research dealing “The Effectiveness of Suggestopedia Method Toward Writing Skill on Procedure Text for Seventh Grade Students of SMPN 4 Ponorogo in Academic Year 2014/2015”.

The statement of the problem is “Is there any significant difference on students’ writing achievement who are taught by using suggestopedia method and without suggestopedia method at SMPN 4 Ponorogo”. The objective of the study “to know whether there is any significant difference on students’ writing achievement in writing skill test after they are taught using suggestopedia method”.

The design of the research was Quasi Experimental and used Nonequivalent (Pre-Test and Post-Test) Control Group Design. This study was carried at the seventh grade students of SMPN 4 Ponorogo in April 2015. This study assigned two classes, they are 30 students of VII A as an experiment class which taught using suggestopedia method and 30 students of VII C as control class which not being taught using suggestopedia method.

The result of data analysis showed that $t_0 = 10,492$ After being consulted with 5% significance level with $db = 58$, that is t index $t_t = 2,00$ Therefore $t_0 \geq t_t$, so H_a : the students taught using suggestopedia method will achieve a better score in writing than the students not being taught using suggestopedia method at the seventh grade of SMPN 4 Ponorogo in academic year 2014/2015 was accepted.

So the result showed that method of suggestopedia is effective for teaching writing at the seventh grade of SMPN 4 Ponorogo in academic year 2014/2015.

CHAPTER I INTRODUCTION

A. Background of the Study

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Writing skill is the most difficult skill than other language skill.

Writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once.¹ It needs not only comprehension of language structure but also vocabulary enrichment and good spelling. Moreover, it needs mastery of thinking and arranging words so they can be understandable sentences.

There many students cannot write English well because they are lazy and afraid of making mistakes. Writing is probably the least important of the four skills for many students, they more likely need to listen, to read, and speak than to write.²

Teaching writing still has less attention from teachers and students. Teachers themselves may lack in giving attention and make bored in the class. Most of the teachers still use the traditional method in teaching writing.

¹ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall International, 1991), 85.

² Andrian Doff, *Teaching English*, (New york: Combrbridge University Press, 1988), 274.

Typically writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the guiding questions in their exercise books, and submit their 'composition'.³ From the statement it can be concluded that teaching writing in English still need more attention.

As an English teacher at the seventh grade in SMPN 4 Ponorogo, Mrs. Purwiasri, S.Pd said the problem of writing skill especially procedure text is that there are many errors in vocabulary, grammar, and spelling.

Procedure in a text shows a process in order. Its social function is to describe how something is completely done in sequence of series.

In accordance to the general problem above, the teacher should be able to facilitate the students optimally in writing process. As facilitators in developing students' skill, teacher should be creative in learning process. The joyful environment will be creative.⁴ Accordingly, it is not a simple and easy task for

³ Rijlaarsdam Gert, *Effective Learning and Teaching of Writing*, (Boston: Kluwer Academic Publishers, 2005), 2.

⁴ Jack C. Richards & Theodore S. Rodger, *Approaches and Methods in Language Teaching a Description and Analysis*, (New York: Cambridge University Press, 1986), 91.

the teachers to provide various strategies that can increase the students' skill in writing. The suitable of strategies or method used by the teachers will make the students interested in writing activity. The researcher tried to apply another method in teaching writing and procedure text as material was suggestopedia.

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov. The term 'Suggestopedia', derived from suggestion and pedagogy, is often used loosely to refer to similar accelerated learning approaches. Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, colour, music, etc.) a positive expectation of success and the use of a varied range of methods: dramatised texts, music, active participation in songs and games, etc. Suggestopedia adopts a carefully structured approach.⁵

The suggestopedia method is a humanistic second language teaching method, this method seems especially suitable for second language learning in the schools. The method uses a combination of techniques, such as physical relaxation and visualization exercises, affirmations and relaxing music, based on suggestive principles, to strengthen self-esteem and expand the learner's memory capabilities, little conscious effort and considerable enjoyment.⁶

⁵ <https://dwiariseptiani.wordpress.com/2013/06/19/suggestopedia/>

⁶ Naomi Vega Nieves, "Effects of the Suggestopedia Method on Attitudes and Language Achievement in English among Ninth Grade Puerto Rican Students," *Education*, 125.

Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.⁷

Suggestopedia can perhaps be best understood as one of a range of theories that purport to describe how attentiveness is manipulated to optimize learning and recall. A number of researchers have attempted to identify the optimal mental states for facilitating memorization and facilitating recall.⁸

The method implements this by working not only on the conscious level of human mind but also on the subconscious level, the mind's reserves. Physical surroundings and atmosphere in classroom are the vital factors to make sure that "the students feel comfortable and confident", and various techniques, including art and music, are used by the trained teachers. The lesson of Suggestopedia consisted of three phases at first: deciphering, concert session (memorization), and elaboration.⁹

The major goal of the study of suggestopedia method is increasing students' writing skill. The students must write and understand about their text. For the teachers, suggestopedia method can be used as reference in learning process especially in teaching writing. It is generally asserted that students can be

⁷ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching a Description and Analysis*, (New York: Cambridge University Press, 1986), 163.

⁸ *Ibid.*, 164.

⁹ <https://dwiariseptiani.wordpress.com/2013/06/19/suggestopedia/>

helped to get their writing purpose effectively and can help the teacher in teaching writing as well.

According to the statement above, the researcher is interested to find out the effectiveness of the implementation of suggestopedia method in teaching writing. Therefore, it is going to be conducted a research entitled ***“The effectiveness of suggestopedia method toward writing skill of procedure text for seventh grade students of SMPN 4 Ponorogo in academic year 2014/2015”***.

B. Limitation of the Study

The study is focused on the effectiveness of using suggestopedia method for teaching writing of procedure text to the seventh grade students of SMPN 4 Ponorogo in academic year 2014/2015.

C. Statement of the Problem

Based on the background and limitation of the study, it can be stated the formulated problems “Is there any significant difference on students’ writing achievement who are taught by using suggestopedia method and without suggestopedia method at SMPN 4 Ponorogo”.

D. Objectives of the Study

Related to the statement of the problem above, this study has some objectives described “To know whether there is any significant difference on

students' writing achievement in writing skill test after they are taught using suggestopedia method".

E. Significance of the Study

The results of this research are expected to give useful information and contributions for theoretically and practically.

1. Theoretically

- a. The result of this study will be useful and contribute to scientific treasure in the field of education.
- b. People who want to conduct a research in English teaching learning process can use the result of the research as the reference.

2. Practically

- a. The writer gets a lot of knowledge about suggestopedia method, especially in teaching writing.
- b. The teacher and students will get knowledge about the implementation of suggestopedia method in teaching writing.

F. Organization of the Thesis

To provide a clear general contain of this thesis, it is important to organize a process of research report systematically. This thesis covers five chapters in which the organization of the thesis follows the steps bellow:

The first chapter gives the explanation about the introduction of the research. It consists of background of the study, limitation of the problem, statement of the problem, objectives of the study, significance of the study and organize of the thesis. The background of the study explains about the important of writing and the difficult of writing. The limitation of the problem focuses on the differences students' writing skill that used suggestopedia method. The statement of the problem consists of one problem statement. The objective of the study is to know whether suggestopedia methodis more effective used in teaching writing skill for the seventh grade students of SMPN 4 Ponorogo in academic year 2014/2015. The significant of the study gives contribution for theoretically and practically. The last, organization of the thesis include the arrangement of the thesis.

The second chapter gives the explanation about the foundation that use to theoretical of the research consist of definition of writing, writing skill, the goals of writing, componenst in writing, teaching writing, kind of text, teaching method, definition of suggestopedia method, the objectives of suggestopedia method, the principal theoretical components of suggestopedia method, the strength and weaknesses of soggestopedia method. Previous research finding is review of related literature, theoretical framework, and hypothesis.

The third chapter gives the explanation about the technique used to conduct the research. It consist of research design population and sample,

validity and reliability, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is research findings and research result. This chapter contains research location, data description, data analysis and discussion about the effectiveness of suggestopedia method to seventh grade of SMPN 4 Ponorogo in Academic year 2014/2015.

The last chapter consists of the conclusion. It tell about conclusion and the answer for problem statement and the recommendation about result of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Writing

a. Definition of Writing

Writing is a skill that most of people strongly need. The simplest definition of writing in dictionary means an activity of making letters or other symbols on surface, usually paper, especially with a pen or pencil.¹⁰ In the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader.¹¹ It means that writing is a process of expressing thoughts and feelings so they are meaningful to others.

Writing is one of skills in language learning that is very complex and difficult to teach. There is no doubt that writing is the most difficult skill for learners to master.¹² The writing skill requires mastery not only of grammatical and rhetorical devines but also of conceptual and judgmental

¹⁰ Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1987), 182.

¹¹ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), 88.

¹² Jack C. Richard. *Methodology in Language Teaching*, (New York: Cambridge University Press,2002), 303.

elements.¹³ It means that writing is not only comprehension of language structure but also vocabulary enrichment and good spelling.

b. Writing Skill

Writing is one of skill in the language area. In English, writing skill is much complex enough and sometimes difficult to teach. Writing skill are complex and sometimes hidden to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment of the mental elements.¹⁴

Writing is the result of employing strategies to manage the composing process, which at one of gradually developing a text.¹⁵ According to Mary S Lawrence, writing practice is concerned with the meaning, both in content and through relationship. The cognitive method treats writing not as an end of product to be evaluated and graded but as an activity, a process, which the students can learn how to accomplish.¹⁶

Writing skill is basic necessity in two environments, they are academic and nonacademic. Writing to display one's knowledge is a fact of life in the classroom, and by getting your students to perform well in display

¹³ J.B. Heaton, *Writing English Language Test*, (New York: Logman INC, 1989), 135.

¹⁴ *Ibid.*, 135

¹⁵ Tricia Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University press, 2003), 302

¹⁶ Mary S Lawrence, *Writing as a process*, (USA: The University of Michigan press, 1976),

writing exercise, they can learn skill that will help them to succeed in further academic pursuits.¹⁷

Based from statement above, writing is action to unite some word is sentence able to understand of means and reader can be understood whats its aim to give information and benefit for reader. Because of that, write is manner to deliver idea and suggestion to another people.

c. The Goals of Writing

Good writing must be aimed as the target. Whether are writing a grocery list or a novel, should write for a purpose and to achieve a specific goal or set of goal.¹⁸ A goal is a clean and concise statement that represents what will be accomplished as a purposed of the project or what will be achieved by conducting the proposed program.¹⁹ The goals of teaching writing for students are:

- 1) Expressing ideas and opinion in written form
- 2) Describing person, an object and a place, etc
- 3) Defining a concept or an idea and interpret it with examples
- 4) Telling story or sequence of events
- 5) Discussing or arguing a topic as an article
- 6) Reporting an event, an experiment, or a scientific fact

¹⁷ Brown H. Doouglas, *Teaching by Principles Interactive Approach to Language Pedagogy*, (San Fransisco University: Addison Westy Longman, 2001), 340.

¹⁸ William C. Sprueill and Dorothy E Zemach, *Writing and Grammar*, (USA: Mc-Graw-Hill Companies, 2001), 1

¹⁹ Laura N. Gitlin and Kevin J. Lions, *Successful Grant Writing*, (New York: Springer Publishing Company, 2008), 89.

7) Teaching the written discourse of English

In the early stages of course oriented towards oral proficiency, writing serves a variety of pedagogical purposes:

- 1) The introduction and practice of some form of writing enable us to provide for different learning styles and need.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- 3) Exposure that the foreign language through more than one medium, especially if skill are properly integrated, appears to be more effective than relying on a single medium alone.
- 4) Writing provides variety in classroom activities, serving as a break from oral work.
- 5) Writing is often needed for formal and informal testing.²⁰

From statements above, the goal of teaching writing is encouraging students to express their ideas and imagination in written form with the good language and structure.

d. Components in Writing

Component in things that need to make something. In writing there are five general component need students to make good writing. These components will be explains as follows:

²⁰ Laura N. Gitlin & Kevin J. Lions, *Successful Grant Writing*, (New York: Springer Publishing Company, 2008), 89

1) Language use

Language use is the ability to write correct and appropriate sentence.

2) Mechanical skills

A mechanical skill is the ability to use correctly those conventional peculiar to the write language, e.g. punctuation, spelling.

3) Treatment of content

Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information.

4) Stylistic skills

Stylistic skills are the ability to manipulate sentence and paragraph, and use language effectively.

5) Judgment skill

Judgment skills are the ability to write in a particular manner, to select, organize and order relevant information.²¹

It means that when we write, we must give attention on five general components in writing above, because in order to make writing easy to be understood other people. Besides, the components of writing will make our writing be good and qualified writing.

e. Teaching Writing

²¹ J.B. Heaton, Writing English Language Test, (New York: Longman INC, 1989), 135

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²² Writing is one important skill in teaching and learning English. Teaching writing means the act of guiding or instructing to create written work or anything expressed in letter or alphabet. Teaching writing is the teacher activities, which teacher as facilitator to help the students understand and practice in learning writing.

The advantages of teaching writing they are:

- 1) To increase intelligence
- 2) To develop initiative resource and creativity
- 3) To improve bravery
- 4) Encourage a wish and ability gathering information²³

From the statement above, the advantages of teaching writing are encouraging students to increase intelligence, creativity and ability in the written form with a good language and structure.

f. Kinds of Text

1) Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The generic structure:

²² H. Douglas Brown, *Principles of Language and Teaching*, (USA: San Francisco State University, 2004), 7.

²³ Suparno, et. Al. *Keterampilan Dasar Menulis*, (Jakarta: Universitas Terbuka, 2008), 14.

- a. Orientation : introducing the participants and informing the time and place.
- b. Complication: describing the arising crises which the participant has to do with.
- c. Resolution : showing the way of participant to solve the crisis, better or worse.

After the researcher analyzes the generic structure, she can understand and study about language features of narrative. There are some language features that use in narrative text such as: using process verbs, using temporal conjunction, and also using simple past tense.

2) Recount Text

Recount is a text which retells events or experience in the past. Its purpose is either to inform or entertain the audience. The generic structure of recount are orientation, events, and reorientation.

3) Procedure Text

Procedure in a text shows a process in order. Its social function is to describe how something is completely done in sequence of series.

The generic structure as follows:

- a. Goal : showing the purpose
- b. Material : telling the needed materials
- c. Step-end : describing the steps to achieve the purpose

Beside generic structure, the following are some features to understand about language features of procedure. Language feature of procedure text consist of: using temporal conjunction, using action verb, using simple present tense.²⁴

4) Exposition Text

Exposition is a text that elaborates the writer's idea about the phenomenon found in society. Its social function is to persuade the reader that idea is important matter.

The generic structure:

- a. Thesis : introducing the topic and indicating the writer's position
- b. Argument 1 : explaining the argument to support the writer's position
- c. Argument 2 : explaining the other argument support more
- d. Reiteration : restating the write's position

From the statement above, to understand the exposition text is not easy, because it concert not only generic structure but also the language features

²⁴ Norfi Anten, Discussion Material of Genre for Senior High School Student (Solok: SMA Students' Modul of English), 14.

Language features of Exposition:

- a. Relational process
- b. Internal conjunction
- c. Causal conjunction
- d. Simple present tense²⁵

5) Descriptive Text

Descriptive is a text which says what a person or a thing is like.

The purpose of this text is to describe and reveal a particular person, place, or thing.

The generic structure:

- a. Identification : it identifies the phenomenon to be described. It can mention the name, occupation, profession and carrier.
- b. Description : it describes the phenomenon in parts, qualities, and characteristic. It can mention the physical feature, characteristics, and personality of the object described.

In the writing process of descriptive text writer can analyze the generic structure and language features.

Language features of descriptive:

²⁵ Ibid., 9

- a. Using attribute and identifying process
- b. Using adjective and classifiers in nominal group
- c. Using simple present tense.²⁶

From the statement above, the researcher is able to conclude that kinds of writing are Narrative, recount, procedure, exposition, and descriptive. The researcher chooses one kind of them. It is procedure text as material in teaching learning, especially in teaching writing process.

2. Teaching Method

Teaching method is one component involved in the teaching and learning process. According to Winarno Surakhmad “Method is way get purpose”.²⁷ The same opinion is offered by Jack C Richard and Theodore S Rodgers that “method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. And approach is axiomatic, a method is procedural”.²⁸

On the other words, method is way of achieving determined purposes. Method is used to bridge between the subject matter being studied and the educational objectives to be achieved by applying method, students are guided

²⁶ Ibid., 12

²⁷ Winarno Surakhmad, *Pengantar Interaksi Belajar Mengajar*, (Bandung: Transito, 1986), 96.

²⁸ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), 15.

to what parts of the subject matter to be learned and what attitudes to be developed.

3. Suggestopedia Method

a. Definition of Suggestopedia Method

Suggestopedia also named superlearning, it is considered to be the strangest of the humanistic method and it was developed in the 1970s by Georgi Lozanov, a Bulgarian Educator. Lozanov assumes that the only major linguistic problems in the language classroom are memorization of the word and pattern of the language and their integration into students' personalities.

Suggestopedia was designed primarily to make these two processes more effective. Lozanov says that the learners need a relaxed but focused state as the optimum state for learning.

Suggestopedia makes use of rhythmic music, a comfortable and relaxing environment, and relationship between the teacher and the students similar to the parent-child relationship. The students' feeling has an important place. They need to feel confident and relaxed and their psychological barriers are "desuggested".²⁹

Music is vital for the method. There is a positive effect when classical music is used during effort to memorize, even without suggestion.

²⁹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), 142

Before the concert session the students is told by an authoritative figure that after the session the material will be memorization has improved, so they accept the statement of authority.

The claims for suggestopedic learning are dramatic. "There is no sector of public life where suggestology would not be useful". "Memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods". Precise descriptions of the conditions under which Suggestopedia experiments were run are as hard to come by as are precise descriptions of "successful" classroom procedures. For example, Earl Stevick, a generally enthusiastic supporter of Suggestopedia, notes that Suggestopedia teachers are trained to read dialogues in a special way. "The precise ways of using voice quality, intonation, and timing are apparently both important and intricate. I have found no one who could give a first-hand account of them".³⁰

b. The objectives of Suggestopedia Method

The goal of this method is to increase the student's confidence about their successful. Teacher hopes to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do this, more of the student's mental powers must be tapped. This is

³⁰ Ibid., 142

accomplished by desuggesting the psychological barriers learners bring with them to the learning situation.³¹

Suggestopedia aims to deliver advanced conversational proficiency quickly. It apparently bases its learning claims on student mastery of prodigious lists of vocabulary pairs and, indeed, suggests to the students that it is appropriate that they set such goals for themselves. Lozanov emphasizes, however, that increased memory power is not an isolated skill, but is a result of "positive, comprehensive stimulation of personahty. Lozanov states categorically, "The main aim of teaching is not memorization, but the understanding and creative solution of problems". As learner goals he cites increased access to understanding and creative solutions of problems. However, because students and teachers place a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as an important goal of the suggestopedic method.

c. The Principal Theoretical Components of Suggestopedia Method

1. Authority concept: Students remember best and are most influenced by information coming from an authoritative source, teachers.
2. Infantilization : Authority is also used to suggest a teacher-student relation like that of parent to child.

³¹ <https://zubarman.wordpress.com/2012/04/02/language-theory-of-suggestopedia-method/>

3. Double-planedness theory: It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.
4. A comprehensible input based on desuggestion and suggestion principle: By using this suggestopedia method, students can lower their affective filter. Suggestopedia classes, in addition, are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter.³²

d. The Strength and Weaknesses of Suggestopedia Method

The strength of suggestopedia :

1. The students will not feel bored because it is different with usual class
2. It is faster or easy to get the students understand because they have been adult learners
3. The students not only get the material but also suggestopedia from the teacher
4. This method suggests using full mental powers
5. The teacher can use native language if the students didn't understand

The weaknesses of suggestopedia:

1. It can be the students don't have concentration because the music

³² Masoud Nosrati et, all, Investigation of Language Teaching Methodologies in Second Language Learning, (Iran: Islamic Azad University, Eslamabad-E-Gharb, 2013)

2. There are too many techniques that must be taught in two hours
3. Although it is for beginners, but it cannot be implemented with children
4. Homework that is suggested in this method possible to unsuccessful
5. The formal evaluation is not explained clearly.³³

B. Previous Research Finding

This study is necessary to review some previous research as consideration theory in this study. The details are explained as follows:

Kcolivah Sriutami, the research title: Improving Writing Skill of Descriptive Text by Using Pictures of Public Figures Media at Madrasah Aliyah Ma'arif Balong Ponorogo.

The focus of this research are how is the implementation of pictures of public figures media in teaching writing and can pictures of public figures media improve the writing skill to the tenth students of MA Ma'arif Balong Ponorogo in Academic year 2011/2012.

The research finding show that the use of pictures of public figures media is effective applied in teaching writing. It made student more interest and enjoy during learning and teaching. Can pictures of public figures media improve students' writing ability, the result of this study show that students' achievement

³³ <https://zubarman.wordpress.com/2012/04/02/language-theory-of-suggestopedia-method/>

score, it showed from the improvement of average score from cycle I to cycle III. The students reach standard score increase 68%.³⁴

The second research was from Elinda Ratnasari “The Effectiveness of Running Dictation Game Toward Writing Skill For The Eighth Grade Students of MTS Darul Huda Mayak Tonatan Ponorogo in Academic Year 2013/2014”.³⁵ Though it was Quantitative Study. The result of data analysis showed that $t_0 = 5,583$ and $t_t = 2,02$. So the result showed that technique of mind mapping is effective for teaching writing at the eighth grade of SMPN 1 siman in academic year 2013/2014.

The third research was presented by Shella Munfarida Ulfa Laili and the title “The Effectiveness of Picture Series Media Toward Writing Skill for the Eighth Grade Students of MTs Nurush Sholihin Magetan in Academic Year 2013/2014”.³⁶

The design of the research was quasi-experiment research which the dependent variable was students’ writing skill and independents variable was teaching using picture series media.

³⁴ Kcolivah Sriutami, “Improving Writing Skill of Descriptive Text by Using Pictures of Public Figures Media at Madrasah Aliyah Ma’arif Balong Ponorogo,” (Thesis, STAIN, Ponorogo, 2012)

³⁵ Elinda Ratnasari, “The Effectiveness of Running Dictation Game Toward Writing Skill For The Eighth Grade Students of MTS Darul Huda Mayak Tonatan Ponorogo in Academic Year 2013/2014,” (Thesis, STAIN, Ponorogo, 2014)

³⁶ Shella Munfarida Ulfa Laili, “The Effectiveness of picture Series Media Toward writing Skill for the Eighth Grade Students of MTs Nurush Sholihin Magetan in Academic Year 2013/2014” (Thesis, STAIN, Ponorogo, 2014)

The result of the research show that picture series media was effective media in teaching writing skill. The result of t-test calculating shows that t-value > t-table (t-value = 9, 633; t-table = 2,02). From the result data analysis above, the researcher concluded that there was a significant difference between writing skill of students who are using picture series media than who are using single picture media.

Based on the previous study above, that technique that use is suitable to improve students' writing ability. The students' writing ability developed step by step. So, this researcher try to apply suggestopedia method to improve students' writing skill especially in narrative text.

C. Theoretical Framework

X = Suggestopedia Method

Y = Writing skill on Procedure Text

Those variables are Suggestopedia Method (X) as independent variables and writing skill on procedure text (Y) as dependents variables. From two variables above, the researcher conclude that theoretical framework as follow:

The students which use suggestopedia method have better writing skill than the students which without using suggestopedia method.

D. Hypothesis

Hypothesis is a temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

The hypothesis is “There is significant difference on students’ writing achievement who are taught by using suggestopedia method and without suggestopedia method in writing skill”.

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