# THE EFFECT OF SUGGESTOPEDIA METHOD ON WRITING DESCRIPTIVE TEXT OF THE X GRADE STUDENTS OF MAS. DARUL IKHLAS PADANGSIDIMPUAN

## A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement of the Graduate Degree of Education (S.Pd) in English*

**Written by:**

**SADDIA ANSARI SIREGAR**
Reg. No. 19 203 00035

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
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**SADDIA ANSARI SIREGAR**
Reg. No. 19 203 00035

**Advisor I**

Rayendriani Fahmei Lubis, M.Ag.
NIP.197105102000032001

**Advisor II**

Yusni Sinaga, M.Hum.
NIP.19700071520050142010

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

# LETTER OF AGREEMENT

Term: Thesis
2023
p.p. Saddia Ansari Siregar

Faculty

Padangsidimpuan,     Juny

To: Dean
Tarbiyah and Teacher Training

in –

Padangsidimpuan

*AssalamualaikumWr.Wb*

After reading, reviewing and providing suggestions for improvements to the thesis on behalf of SADDIA ANSARI SIREGAR entitled *The Effect of Suggestopedia Method on Writing Descriptive Text of The Students in MAS. Darul Ikhlas Padangsidimpuan*, so we declare that we have a Bachelor of Education degree ( S.Pd.) in English Teaching and Training Faculty in University of Syekh Ali Hasan Admad Addary Padangsidimpuan.

Along with the above, the sister has been able to undergo a munaqosyah trial to account for this thesis.

Thus we convey, for your attention we thank you.

*AssalamualaikumWr.Wb*

ADVISOR I

Rayendriani Fahmei Lubis, M.Ag.
NIP.197105102000032001

ADVISOR II

Yusni Sinaga, M.Hum.
NIP.197000715200501420I0

# DECLARATION LETTER OF THESIS COMPLETION

By mentioning the name of Allah the Most Merciful, that I am the undersigned:

Name            : Saddia Ansari Siregar

Reg. No         : 1920300035

Faculty         : Tarbiyah and Teacher Training Faculty

Department      : English Education (TBI-1)

Title of Thesis : The Effect of Suggestopedia Method on Writing Descriptive

Text of The Students Grade Tenth MAS. Darul Ikhlas

Padangsidimpuan.

By stating that I have compiled this thesis myself without asking for unauthorized assistance from other parties, except for the direction of the supervisory team and not plagiarism in accordance with the code of ethics of State Islamic University Students Sheikh Ali Hasan Ahmad Addari Padangsidimpuan Article 14 Paragraph 4 of 2014.

I make this statement sincerely and if in the future there are deviations and untruths in this statement, then I am willing to accept sanctions as stated in article 19 paragraph 4 of 2014 concerning the code of ethics for students of Sheikh Ali Hasan Ahmad Addary Padangsidimpuan State Islamic University, namely dishonorable revocation of academic degrees and other sanctions in accordance with applicable legal norms and provisions

Padangsidimpuan, 10 July 2023

Declaration Maker

S

**SADDIA ANSARI SIREGAR**
**1920300035**

## PUBLICATION APPROVAL STATEMENT

As the academic community of Sheikh Ali Hasan Ahmad Addari State Islamic University Padangsidimpuan, I am the undersigned:

Name : Saddia Ansari Siregar

Reg. No : 1920300035

Faculty/Department : Tarbiyah and Teaching Training Faculty / TBI 1

Types of Works : Thesis

For the development of science, technology and art, agreed to grant Sheikh Ali Hasan Ahmad Addary Padangsidimpuan University Nonexclusive Royalty-Free Rights for my scientific work entitled "The Effect of Suggestopedia Method on Writing Descriptive Text of The Students MAS. Darul Ikhlas Padangsidimpuan", along with existing devices (if needed). With this Non-exclusive Royalty Free Right, Syekh Ali Hasan Ahmad Addary Padangsidimpuan University has the right to store, transfer media / format, manage in the form of a database (data base), maintain and publish my scientific work as long as it still includes my name as an author and as a copyright owner.

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Statement maker

**SADDIA ANSARI SIREGAR**
**1920300035**

Name                          : Saddia Ansari Siregar

Registration Number           : 1920300035

Faculty/Department            : Tarbiyah and Teacher Training Faculty/ TBI

The Tittle of Thesis          : **THE EFFECT OF SUGGESTOPEDIA METHOD ON WRITING DESCRIPTIVE TEXT OF THE X GRADE STUDENTS OF MAS DARUL IKHLAS PADANGSIDIMPUAN**

Chief,                                                    Secretary,

Dr. Lelya Hilda,M.Si.                        Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19720920 200003 2 002               NIP. 19851010 2019032007

                                    Members,

Dr. Lelya Hilda,M.Si.                        Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19720920 200003 2 002               NIP. 19851010 201903 2 007

Reyendriani Fahmei Lubis, M.Ag.          Sri Rahmadhani Siregar, M.Pd.
NIP.19710510 200003 2 001                NIDN. 2006058602

Proposed:
Place        : Padangsidimpuan
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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Alamat: Jl. H.T. Rizal Nurdin Km. 4.5 Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

## LEGALIZATION

Thesis           : The effect of Suggestopeia Method on Writing Descriptive Text of the

Students MAS. Darul Ikhlas Padangsidimpuan

Written By       : Saddia Ansari Siregar

Reg. Number      : 19 203 00035

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The thesis had been accepted as a partial fulfillment of requirement for Graduate Degree of Education (S.Pd) in English.

Padangsidimpuan, 12 Juni 2023
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

# ABSTRACT

Name            : Saddia Ansari Siregar
Reg. Number : 1920300035
Faculty          : Tarbiyah and Teacher Training Faculty
Department   : English Education (TBI-1)
Title of Thesis : The Effect of Suggestopedia Method on Writing Descriptive Text of The Students Grade Tenth MAS. Darul Ikhlas Padangsidimpuan.

Writing is the most complicated skill to master. One of the products in writing is descriptive. The complication of writing skills makes many failures caused by various problem factors in teaching and learning process. The failures of learning involves in many complex things such as students get difficulty in finding ideas for the topic to be written in the text because the available media is less supportive in the learning proces, students' lack of vocabulary and lack of understanding of concepts in writing. The purposes of this research are 1) To know the students' score in writing descriptive text before learning by using Suggestopedia method. 2) To know the students' score in writing descriptive text after learning by using Suggestopedia method. 3) To find out whether learning by using Suggestopedia method significantly affect the students' score in writing descriptive text, or not. This research is quantitaive method in pre experimental method. This research uses one grup pre-test and post-test design. The grup had been taught by using suggestopedia method. The students had been conducted by a pre-test, then gave them a treatment using suggestopedia method and last conducted post-test. The instrument was used writing test. According to the result of the test, it was found that the students' descriptive text writing skill before learning by using suggestopedia method in MAS Darul Ikhlas Padangsidimpuan was classified to enough. The students' descriptive text writing skill after learning by using suggestopedia method in MAS Darul Ikhlas Padangsidimpuan was classfied as good. So there was a significant effect using suggestopedia method to students writing ability at the tenth grade students of MAS Darul Ikhlas Padangsisidmpuan.

*Key Words:* *Suggestopedia Method, writing Descriptive Text*

# ABSTRAK

Nama          : Saddia Ansari Siregar
NIM           : 1920300035
Fakultas      : Tarbiyah and Teacher Training Faculty
Prodi         : English Education (TBI-1)
Judul Skripsi : The Effect of Suggestopedia Method on Writing Descriptive
                Text of The Students Grade Tenth MAS. Darul Ikhlas
                Padangsidimpuan.

Menulis adalah keterampilan yang paling rumit untuk dikuasai. Salah satu produk secara tertulis adalah deskriptif. Rumitnya kemampuan menulis membuat banyak kegagalan yang disebabkan oleh berbagai faktor masalah dalam proses belajar mengajar. Kegagalan belajar terlibat dalam banyak hal yang kompleks seperti siswa kesulitan menemukan ide untuk topik yang akan ditulis dalam teks karena media yang tersedia kurang mendukung dalam proses pembelajaran, kurangnya kosakata dan kurangnya pemahaman konsep dalam tulisan. Tujuan dari penelitian ini. 1) Mengetahui nilai siswa dalam menulis teks deskriptif sebelum belajar dengan menggunakan metode *Suggestopedia*. 2) Mengetahui nilai siswa dalam menulis teks deskriptif setelah belajar dengan menggunakan metode *Suggestopedia*. 3) Untuk mengetahui bahwa pembelajaran dengan menggunakan metode *Suggestopedia* berpengaruh signifikan terhadap nilai siswa dalam menulis teks deskriptif, atau tidak. Penelitian ini adalah metode kuantitatif dalam metode pra eksperimen. Penelitian ini menggunakan satu kelompok pre test post test design. Kelompok telah diajar dengan menggunakan metode suggestopedia. Dilakukan pre-testing terhadap siswa, kemudian diberi perlakuan dengan metode *suggestopedia* dan terakhir dilakukan post-test. Instrumen tersebut digunakan tes tulis. Berdasarkan hasil tes, diketahui bahwa keterampilan menulis teks deskriptif siswa sebelum belajar dengan menggunakan metode *suggestopedia* di MAS Darul Ikhlas Padangsidimpuan tergolong cukup. Keterampilan menulis teks deskriptif siswa setelah belajar dengan menggunakan metode *suggestopedia* di MAS Darul Ikhlas Padangsidimpuan digolongkan menjadi baik. Sehingga terjadi pengaruh yang signifikan dengan metode *suggestopedia* terhadap kemampuan menulis siswa kelas sepuluh MAS Darul Ikhlas Padangsisidmpuan.

***Kata Kunci****: Metode Suggestopedia, penulisan Teks Deskriptif*

تجريدي

الكتابة هي المهارة الأكثر تعقيدا لإتقانها. أحد المنتجات في الكتابة وصفي. تعقيد مهارات الكتابة يجعلالعديد من الإخفاقات الناجمة عن عوامل مشكلة مختلفة في عملية التعليم والتعلم. ينطوي فشل التعلم على العديد من الأشياء المعقدة مثل صعوبة الطلاب في العثور على أفكار للمواضيع المراد كتابتها في النص لأن الوسائط المتاحة أقل دعما في عملية التعلم ، ونقص المفردات وعدم فهم المفاهيم في الكتابة. *suggestopedia* الغرض من الدراسة ) معرفة قيمة الطلاب في كتابة النصوص الوصفية قبل التعلم باستخدام طريقة أوبيديا   معرفة قيمة الطلاب في كتابة النصوص الوصفية بعد التعلم باستخدام طريقة ا.) معرفة أن التعلم باستخدام طريقة له تأثير كبير على درجات الطلاب في كتابة النصوص الوصفية ، أم لا. هذا البحث هو طريقة كمية في طريقة*suggestopedia* ما قبل التجريبية. استخدمت هذه الدراسة مجموعة واحدة من تصميم الاختبار البعدي للاختبار. تم تدريس المجموعة باستخدام وأخيرا الاختبار البعدي. يتم استخدام أداة *suggestopedia* طريقة الإيحاء. تم إجراء الاختبار المسبق للطلاب ، ثم عولج بطريقة الاختبار الكتابي. بناء على نتائج الاختبار ، من المعروف أن مهارات كتابة النص الوصفية للطلاب قبل التعلم باستخدام طريقة الإيحاء في ماس دار الإخلاص بادانجسيدمبوان كافية تماما. تصنف مهارة كتابة النصوص الوصفية للطلاب بعد التعلم باستخدام طريقة الإيحاء في ماس دار الإخلاص بادانجسيدمبوان على أها جيدة. بحيث يكون هناك تأثير كبير مع طريقة الاقتراح على القدرة الكتابية لطلاب الصف العاشر في ماس دار الإخلاص بادانجسيدمبوان


كتابة النص الوصفي Suggestopedia الكلمات المفتاحية: طريقة

# ACKNOWLEDGEMENT

بِسْـــمِ اللهِ الرَّحْمَنِ الرَّحِيْـــمِ

First of all, I would like to say a lot of praise and Alhamdulillah to ALLAH SWT, as the best Creator of everything in the world and as the most Merciful who has given the health, time, knowledge, and chance to me. So, I can finish this thesis entitled "The Effect of Suggestopedia Method on Witing Descriptive Text of The Students Grade Tenth MAS. Darul Ikhlas Padangsidimpuan". The second, shalawat and salam upon to the prophet Muhammad SAW that guided the human beings from the jahiliyah era into the good era. This opportunity I would like to express my deepest Gratitude to the following people :

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my first advisor and Mrs. Yusni Sinaga M.Hum. as my second advisor. Both of them are the greatest advisors ever who have given me much idea, knowledge and suggestion during the process of finishing my thesis.

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3. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Department

4. All of lectures and all of cavities academic of University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan who have given me so much knowledge during I studied in this institute.

5. Mr. Syarifuddin Batubara, S.Pd., as the Headmaster of MAS. Darul Ikhlas Padangsidimpuan and Mrs. Siti Aminah Lubis, S.Pd., as my Co-teacher who helped me to do th research

6. My beloved parent (Mr. Musa Siregar and Mrs. Maslina Harahap), my lovely sisters (Nila Warni, Am.Keb., Rahmi Laila Sari and Saibatul Aslamiah), and my lovely brother (Borkat Siregar S.P).

Padangsidimpuan,  1 Juni  2023

Saddia Ansari Siregar

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**CHAPTER I**

**INTRODUCTION**

## A. Background of the Problem

Human interact and communicate with one another using language as a communication tool. A language is a tool that used in the same manner as any other tools, it is similar to how an arm works with a hand while simultaneously being an essential part of the system that drives all tools—that is, a part of body.[1] Arms with hands are tools, namely locomotors of body. The statement is the same as language is called a tool, because language as a means of communication moves the mouth and mind which is part of the body. In conclusion, the way humans move with their hands as a means of locomotors is just as the way humans interact each other by using language as a means of communication tools.

Humans interact with different languages of the world. There are at least 4000 to 5000 living languages in the world. However, to unite all these languages, one global language is used. As a global language, English is by far the most widely spoken on a worldwide scale. In fact, there are 300 million native English speakers across all continents, and there are over 250 million second-language English users who also use English as their first

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[1]Broughton et.al., *Teaching English as a Foreign Language*, ed. John Eggleston, second edi. (London: Routledge, 2003), https://books.google.com/books/about/Teaching_English_as_a_Foreign_Language.html?id=I9dZA AAAMAAJ.

language.[2]So, English is one of the main communication languages used by humans, because more than half of the world uses English itself.

In other hand, there are several countries where English is considered a foreign language. It means, English is frequently taught in schools. Although it plays no significant part in national or social life. For example, in Spain, Brazil, Japan, Spanish, Portuguese, and Indonesia. In Indonesia, English is regarded as a foreign language. This observed in the use of English taught from junior high school through higher education. However, English has no place in social life. Although English is a foreign language in Indonesia, English also has a very important thing to master.

If someone wants to master English, then there are four skills that must be mastered, namely listening, speaking, reading and writing. Writing take place in last order because, writing is the most complicated skill to master. As Sharples stated, "Writing is primarily a mental activity, but it relies on physical tools and resources from pens and paper to word processors."[3] In accordance to Yuliani stated, "People have used many tools for writing including paint, pencils, pens, typewriters, and computers"[4] The use of letters, symbols, or words to represent language is also referred to as writing. So, it can be conclude that writing is activities that use words in the form of symbols to represent language by using several types of tools as a medium.

[2]Broughton et.al., *Teaching English as a Foreign Language*.
[3]Mike Sharples, How We Write (London: Routledge, 2003).
[4]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," *ETERNAL (English Teaching Journal)* 6, no. 2 (2018): 74–83, http://journal.upgris.ac.id/index.php/eternal/article/view/2375/1807.

The low writing skill of students in Indonesia can be seen from the low level of student literacy. The issue of literacy is still something that must be addressed in Indonesia. Based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia ranks 62 out of 70 countries or in the bottom 10 countries with low literacy levels.[5] Literacy is the ability of a person to receive and process information in terms of reading and writing. From the definition, it can be concluded that the literacy rate of students in Indonesia is caused by students' low ability to write.

In MAS. Darul Ikhlas at the X grade, the researcher found some problem of students in writing descriptive text. According to interviews with English Teacher at MAS. Darul Ikhlas performed by researcher, the students' ability in writing descriptive text is still low.[6] This is because students have difficulties in writing descriptive text, among these difficulties namely: students are difficulty with finding ideas for the topic to be written in text because the available media is less supportive in the learning proces, the lack of vocabulary and lack of understanding of concepts in writing descriptive text.

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[5]Novrizaldi, "Tingkat Literasi Indonesia Memprihatinkan, Kemenko PMK Siapkan Peta Jalan Pembudayaan Literasi Nasional," *KemenKo*, last modified 2021, accessed October 10, 2022, https://www.kemenkopmk.go.id/tingkat-literasi-indonesia-memprihatinkan-kemenko-pmk-siapkan-peta-jalan-pembudayaan-literasi.

[6]Private Interview with the Teacher Siti Aminah, 11 October 2022.

Looking to the phonemenom, the teacher has a role to increase students' skill at writing. Teachers should be able to vary the methods of teaching, so the students will not be bored in the classroom. Freeman and Anderson stated "The teacher is the authority in the classroom. For the method to be successful, the student must trust and respect the teacher."[7] When a teacher has found a method that is suitable for using in the classroom, the teacher must master the use of the method and convey it confidently so that students feel trust in the teacher.

According to Lozanov in the learning method he initiated, namely suggestopedia, the teacher's authority plays a very important role in improving the learning process of students in the classroom.[8] Lozanov also believes that the use of text is the main material in applying the suggestopedia method. Goergi assured a success through suggestopedia the academically gifted and non tallented. In his theory Georgi stated that memorization in learning by suggestopedia seems to be accelerated 25 times over that in learning by conventional metod, because suggestopedia is the centrality of music and rythm to learning. This is supported by several studies that have been carried out by previous researchers, as stated by Yuliani that teaching using suggestopedia to improve students' writing skills

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[7]Diane Larsen-Freeman and Marti Anderson, *Techniques-Principles-Language-Teaching*, third edit. (New York: Oxford University Press, 2011), http://conference.unsri.ac.id/index.php/semirata/article/view/1119/0.

[8]Jack C. Richard and Theodore S.Rogers , *Approaches and Methods In Language Teaching*, Third Edit. (United Kingdom: Cambridge University Press, 2014).

is effective.[9] Another research is done by Kurniawan state that the use of suggestopedia methods in learning performances found by experts, is very suitable to be used in language learning, especially writing skills.[10] Based on the preceding explanation of the problem, according to this type of research, which is quantitative, researchers would like to test the theory of learning methods initiated by Georgi Lozanov, namely the Suggestopedia method.

Related to the explanations above, the researcher decided to conduct research entitled" The Effect of Suggestopedia Method on Writing Descriptive Text of The Students Grade X MAS. Darul Ikhlas Padangsidimpuan.

## B. Identification of the Problems

Based on the background above, there are some problems with students writing descriptive text at X grade MAS. Darul Ikhlas Padangsidimpuan, are:

1. The students' ability in writing descriptive text is still low

2. The students have difficulties in writing Descriptive Text

3. The available media is less supportive in the learning process.

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[9]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."

[10]Rio Kurniawan, "The Implementation of Sugestopedia Method in Learning Writing," *Jurnal Unsri* 3, no. 2 (2020): 252–258, http://conference.unsri.ac.id/index.php/semirata/article/view/1119.

## C. Limitation of the Problems

In the line identification of problem, the focus of the research is on the students' difficulties in writing descriptive text. The decision is taken by considering the effect of using suggestopedia method in writing descriptive text. The researcher would test the theory initiated by Georgy Lozanov, namely, Suggestopedia method toward ability of students in writing descriptive text.

## D. Formulations of the Problems

1. How is the students' score in writing descriptive text before learning by using Suggestopedia method?

2. How is the students' score in writing descriptive text after learning by using Suggestopedia method?

3. Is there any significant effect of Suggestopedia method on students writing descriptive text?

## E. Purposes of the Research

Considering the formulation above the purposes of the research can be formulated as follow:

1. To know the students' score in writing descriptive text before learning by using Suggestopedia method.

2. To know the students' score in writing descriptive text after learning by using Suggestopedia method

3. To find out that learning by using Suggestopedia method is significantly affect the students' score in writing descriptive text, or not.

**F. Definition of Operational Variables**

According to title of this thesis, the researcher take two variables, they are variable x and y.

1. Suggestopedia Method

   Suggestopedia is a collection of learning recommendations based on suggestology. In this research suggestion is given along with music. Method is an overarching framework for the orderly presentation of linguistic material.

2. Writing Descriptive Text

   Writing is the process of chaneling ideas and thoughts into a medium in the form of paper using tools such as pens, pencils and computers. Descriptive text is a text that intends to provide a Descriptive of an object, both animate and inanimate objects to the reader.

**G. Outline of the Thesis**

The sistematic of this research is devided into five chapters. Each chapter consists of many sub chapters with detail as follows:

In chapter one, it consists of background of the problems, identification of the problems, limitation of the problems, formulation of the problems, the purposes of the research, and defenition of operational variable. This chapter talking about the problems that found in the field of research, the questions of research and the object of research.

Next, in chapter two, it consists of theoretical description, review of related finding, conceptual fremework, and hypotesis. Chapter two is the

contents of research, it is talking about theory of suggestopedia method and theory of writing descriptive text ability and the temporary asumsption of research.

Furthermore, in chapter three, it consists of research metodology. This chapter talking about metodology that used by the researcher, the kind of used by the researcher, the location and schedule of research, the total of population and sample, instrumentation, technique of collecting data, and last technique for data analysis. Besides, in the four chapters, it is result of the research talking about the analysis of data, discussion and threats of research. Finally, chapter five contains conclusion, and suggestion.

# CHAPTER II

# THEORITICAL DESCRIPTION

## A. Description of Theory

As previously mentioned, in mastering English there are four skills that must be mastered, namely listening, speaking, reading and writing. Writing is in the latest order because it is the last skill mastered in learning the mother tongue. Writing skills are one of the most difficult because writing is a complex skill among the four skills. It is called complex because in writing involves the mental and psyche of the student. This is supported by Nunan's et.al statement:

> It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[1]

From the above statement, it can be concluded that how complex writing skills are. When the author involves mentally thinking about what ideas should be expressed in the writing, the author is also required to how to pour the writing in paper or computer media. The following is further described about writing skills.

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[1]David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching*, ed. David Nunan, *Language*, First Edit., vol. 57 (Singapore: McGraw-Hill Education, 2003), https://www.pdfdrive.com/practical-english-language-teaching-d188566218.html.

## 1. Writing Descriptive Text

### a. Definition of Writing

There are many expert that give the defenitions of writing. According to Kane there are two assumption about writing. "First, writing is rational means nothing more than that it is an exercise of mind requiring the mastery of techniques anyone can learn. The second assumption is that writing is worth learning."[2] Thus, writing is assumed to be rational because writing is a skill that can be mastered by anyone by thinking about it. In other hand, writing is assumed to be a skill that deserves to be mastered because with a lot of work that involves writing as a skill that must be mastered.

Carroll and Wilson stated " Writing is a process."[3] It means to produce a written work requires a process. The process can be found in pre writing, whiles writing and post writing. Writing is the process of showing a written result. The process is in the form of imagining writing ideas, making drafts, editing writing, reading writing results and re-reading writing results to minimize errors in writing. While the results of writing can be in the form of what can be seen by readers such as essays, short stories, research results in the form of journals and others.

[2]Thomas S. Kane, *The Essential Guide to Writing* (New York: Berkeley Publishing Group, 2005), http://books.google.com/books?id=dFUKAAAACAAJ&pgis=1.
[3]Joyce Armstrong Carroll and Edward E Wilson, *Acts of Teaching How to Teach Writing*, 1993, https://www.amazon.com/Acts-Teaching-Writing-Reader-Narrative/dp/1440857806.

Clark also stated that "Writing is easy. All you do is sit down at a typewriter and open a vein."[4] This means that writing is an easy thing when the writer himself understands the process of writing in making. Then it takes an open mind to find a topic.

It is in accordance with Lubis, "Writing is the activity to transfer the the ideas and describe a language is understood by someone written so the reader can understand what the writer means."[5] From all the definitions above can be conclude that writing is the ideas expressed in the essay, short stories are described in the form of writing that can be understood by the reader.

b. **Types of Written Language**

In writing there are some types of writing clasify by expert, as Brown stated:

> Non-fiction: reports, editorial, essays, and articles, references (dictionary, encyclopedia), Fiction: novels, short stories, jokes, drama, poetry, Letters: personal, bussiness, Greeting Cards , Diares, Journals, Memos (e. g interoffice memos), Messages (e. g phone message), Announcement, Newspaper "journalese", Academic writing: short ansr test responses, reports, essays, and papers, theses and books, Forms and application, Questionare., Direction , Labels, Sign, Recipes, Bills, Maps, Manuals, Menus, Schedules, Advertisements: commercial, personal , Initiation, Comic strips and cartoon[6]

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[4]Roy Peter Clark, *Writing Tools*, First Edit. (New York: Pittsburg Press, 2008), https://www.goodreads.com/author/show/29188.Roy_Peter_Clark.

[5]Rayendriani Fahmei Lubis, "Writing Narrative Text" 02, no. 01 (2014): 61–76, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/115/104.

[6]H. Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edi. (United State America: Pearson Education, 2000).

From the types of writing that has been described above, it can be seen that this type is more towards the form of writing that is often encountered in everyday life. On the other hand, there are also other types of writing, namely by genre. Some types of writing based on genre namely :

1) Exposition

Exposition reveals what a particular mind thinks or know or believes. Exposition is constructed logically. It organizes around cause/effect, truse/fals, less/more, positive /negative, general particular, assertion/denial. The generic structure of exposition are: Thesis, Argumant and conclusion.

2) Descriptive

Descriptive deals with perception. Its central problem is arrange what see into a significant pattern. The generic structure of descriptivr are Identification and description.

3) Narration

The subject of narration is a series of related events. Its problems is twofold: to arrange the events in e sequence of time and to reveal their significance. The generic structure of Naration are: Orientation, complication and resolution.

4) Persuassion

Persuasion seeks to alter how reader think or believe. Its usually about controversial topics and often appeals to reason in

form of argument, offering evidence or logical proof.[7] The generic structure of Persuassion are Introduction, development argument and conclusion.

In addition to the types of text above, Pardiyono also gave some types of writing based on genre namely :

1) Description

As mentioned earlier that description text is text that aims to provide information about an object, human, animal or place.

2) Recount

This text is about the author's experience that occurred in the past. In other words, in this text the author retells his experiences in the past through writing. Text recount consists of structure, namely; Orietation, events, and conclusions.

3) Narration

Narrative text is a type of text that contains fictional stories that aim to entertain readers. Narratives can be fairy tales, fairy tales, legends, myths and folklore. The text is composed of orientation, complications, and resolution.

4) Procedure

A procedure is a type of text that gives the reader a reference on how to make something and how to use something. This text

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[7]Kane, *The Essential Guide to Writing*.

contains detailed stages. It is composed of goals, materials or tools, and steps or methods

5) Exposition

Exposition contains challenging arguments about complex issues. Expositions are commonly found in essays, editotials and debates. The text consists of the thesis, arguments, and restatement of thesis.

6) Discussion

The discussion text contains different points of view on a problem topic discussed. The problem discussed is two contradictory arguments. The text consists of the issue, the content is in the form of a series of arguments and conclusions or suggestions.

7) Explanation

The explanatory text is an explanation of the process of events in the universe how a social and cultural event occurs. The text consists of a general statement, series of sequence paragraph and conclusion.

8) News Item

News items contain actual information about an important event to be reported in a news media. News Item consists of; main event, elaboration and source.

9) Anecdote

Anecdote contains funny stories that aim to entertain readers. The anecdote text makes the famous person the main character in the story. The text consists of abstraction, orientation, crisis, redaction and code.

10) Review

The Review Text contains a review in the form of an assessment of whether or not a good work in the form of books, films and other works. In this text described what are the advantages and disadvantages of the karaya reviewed. The text consists of orientation, interpretation, summary and evaluation.[8]

From the explanation above, It has been describe that there are several genres of text writing. One of these genres is description, which in this study will deepen about descriptive text.

c. **Characteristics of Written Language**

In producing a writing work, there are several characters that must be fulfilled, in order to produce good writing. There are some characteristics of writing namely:

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[8]Pardiyono, *Pasti Bisa! Teaching Genre- Based Writing*, ed. Sigit Suryanto, 1st ed. (Yogyakarta: ANDI, 2020).

1) Permanence

   Writing language is permanent and therefore the reader has an opportunity to return again and again, if necessary, to a word or phrase or sentence or even a whole text.

2) Processing Time

   A corollary to the above is the processing time that the reader gains. Most reading context allow readers to read at their own rate.  are not forced into following the rate of delivery, as in spoken language.

3) Distance

   The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The pedaggical significance of this centers on interpretation.

4) Orthography

   English orthography itself, in spite of its reputation for being irregular, is higly predictable from its spoken counterpart, especially when one consider morphological information.

5) Formally

   Writing is quite frequently more formal than speech. Formally refers to prescribed form that certain writen messages must adhere to. Until a reader is familiar with the formal features of a written text in interpretation may ensue.[9]

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[9]Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*.

From the explanation of the characteristics of the written language above, good writing can be recognized if it has the above characteristics. Like other language skills, written language also has characters that must be fulfilled in order to produce good and correct written language.

**d. Process of Writing**

Writing in its broad sense-tion as distinction from simply putting words on paper-has three steps; thinking about it, doing it, and doing it again ( again and again, as often as time will allow and patience will endure).

1) Thinking

Choosing a subject, in such cases the subject is given, and the first step is chiefly a matter of research, of finding information. Such writing isperhaps the most rewarding kind. But it is also the most challenging and the most frustating. are thrown relentlessly upon resches. The subject is exlcusive, the effect can be kind if paralysis. The most importan that need to think about writing is a topic. Before beginning a draft, need to explore the subject, looking for a topics. The subject refers to the main focus of a composotion; topic to specific aspect of subject.

2) Doing It

The steps involved:

a) Making a plan

Statement of purpose. Its nothing complicated a paragraph or two broadly describing what  want to say, how are going to organize it, what  want readers understand, feel, believe. Stratch Outline. An outline is a way of dividing a subject into its major parts, dividing these in turn into subparts, and so on, into finer and finer detail.

b) Draft

Draft is early version of a writing. Most of us cannot compose anything ll at first try. must write and rewrite.These initial effort is called drafts, in disticntion from the final version. As a rule, the more  draft, the better result.

3) Doing It Again

a) Revising

Both draft and revising are creative, but  differ in emphasis. Drafting is more spontaneous and active; revisions, more thougtful and critical. As a writer of draft must keep going and not get hung up on small problems. As revisier  change hats, becoming a demanding reader who expect perfection.[10]

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[10]Kane, *The Essential Guide to Writing.*

From the explanation of the stages of the writing process above, it can be concluded that there is a long way to go to complete the writing. Even after the writing has been completed, it still needs revision again and again to produce perfect results. That's why writing is one of the difficult skills.

e. **Definition of Descriptive Text**

Descriptive enables the classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also used extensively in many text types, such as information reports, literary descriptive, descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations.

Futhermore, describtive is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.[11] Text that intends to provide a Descriptive of an object, both animate and inanimate objects to the reader.[12] From these definition, animate is defined as a living object such as manusi and animals. Therefore, one of the topics or themes that are suitable

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[11] Peter and Megan Watskin Knapp, *Genre, Text, Grammar Technology For Teaching and Assessing Writing*, ed. Di Quick (Australia: University of New South Wales Press Ltd, 2005), www.unswpress.com.au.
[12] Pardiyono, *Pasti Bisa! Teaching Genre- Based Writing*.

for writing text descriptive is text description about famous figures and unique animals in the world. Furthermore inanimate is a text decription that has objects such as historical places and tourist attractions.

In this case, the purpose of the text descriptve is students are able to describe what is around students. There are two kinds of descriptive text, they are:

a) Describing People

In this kind of describtive text is containt the description about someone. The description could be about appereace of someone, personality, hoby, age and the way that people dress. The people that usually describe a famous figure or someone around people.

b) Descriing of Place

In this kind of descriptive text is contain the description about a famous place. It could be descsription about historical place, destination place, famous countries and cities.

In conclusion, descriptive text contains text that provides detailed explanation of animate and inanimate. After studying text description, students are expected to be able to explain all objects around them, both places and people.

**f. Rhetorical Structure of Descriptive Text**

The way text is put togather to serve its purposes is called. rhetorical structure. A text is arranged based on its individual structure to form a good text. So, in descriptive text here are two rhetorical structure of the text, they are:

1) Identification

Identification contain a statement of an object topic that will be described. In Descriptive text about describing people, identification will tell the name of the person, where and when was the person was born. In other hand, describtive text about describing palce would tell about the name of the palce and the location of place.

2) Description

Contains a detailed Descriptive of the object referred to in identification. In Descriptive text about describing place, identification would tell about physical features such as complexion, height, age, build, and looks. Meanwhile, describtive text about describing palce would tell about the part of the palce, the quallity of the palce, make the comparison with another pace, and the characteristics of the place that make people interested to see.[13]

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[13]Eudia Grace and T.H M. Sudarwati, *Pathway to English for Senior High School Grade X General Programme*, ed. Yuniar Widiastuti, Revised Ed. (Jakarta: Erlangga, 2013).

Similar to other text genres, descriptive text is also written with a certain structure that cannot be reversed. Identify gives a statement at the beginning of the paragraph. Then proceed with descripsi regarding the statement on identification.

g. **Grammatical Pattern of Descriptive Text**

The rules used as guidelines for writing a text are called grammatical patterns. There are some expert that give explanation about Descriptive Text.

1) It uses present tense and present perfect tense

2) It uses adjective to describe or illustrate the condition of the topic/ theme described

3) It tends to focus on specific participant.[14]

Knapp stated about grammatical pattern in Descriptive Text, They are:

1) The present tense is predominantly used

2) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena

3) Action verbs are used when describing behaviours/uses

4) Mental verbs are used when describing feelings in literary descriptions.[15]

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[14]Pardiyono, *Pasti Bisa! Teaching Genre- Based Writing*.
[15]Knapp, *Genre, Text, Grammar Technology For Teaching and Assessing Writing*.

h. **Example of Descriptive Text**

This is the example describes about people " My Aunt Dolores"[16]

<table>
<tr><td>

**My Aunt Dolores**

    Off all my relatives, I like my Aunt Dolores the best. She is my father's eldest sister. She married twice. Her first died in a war. She married uncle George in 1998. She had one son from her second husband. They live in a village near Brighton.

    Aunt dolores is in her late sixties, but she looks younger than her age. She has fair complexion, thick blonde hair, which she wear in a bun, a pair of dark brown eyes. She has friendly face, when you meet her, the first thing you notice is her lovely and cheerful smile. Her face is a little wrinkled now, but I think she is still rather attractive.

</td><td>

IDENTIFICATION

DESCRIPTION

</td></tr>
</table>

2. **Suggestopedia Method**

Looking to the phenomena that have explained previously, the teacher plays a role in the process so that students are able to improve writing skills. One of them is by providing learning methods that can increase student interest in learning, especially learning writing. There are many methods that teachers can use such as direct method, audio lingual method, total physical response, silent ways method, suggestopedia method.

Suggestopedia Method is very suitable to improve students' writing skills because the method uses classical music which is able to increase students' concentration in learning as stated in Richard and Rogers

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[16]Grace and T.H M. Sudarwati, *Pathway to English for Senior High School Grade X General Programme.*

"Music as concerto passivness. Music can improve concentration in receiving new subject matter."[17] As a supporting theory in this study. The following is further elaborated on suggestopedia.

**a. Definition of Suggestopedia**

Suggestopedia method is a method of learning based on suggestology initiated by a psychiatrist, Georgi Lozanov.[18] With the suggestology of students in the guidance of learning with happiness. The suggestopedia method exists to eliminate students' insecurity of student success in learning and help students to overcome the challenges students face while studying. This is as stated by Ricard and Rogers in Approaches and Method in Language Teaching.

> Suggestopedia, also known as Desuggestopedia, is a method developed by Georgi Lozanov as the Bulgarian psychiatrist-educator. Suggestopedia is a specific set of learning recommendation derived from suggestology. Georgia Lozanov describes "Science...concerned with the systematic study of the non-rational and/or nonconscious influences.[19]

From the definitions above, it can be concluded that suggestopedia is the method in study based on suggestology. In suggestology state that human can lead to do something by suggestion.

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[17]Richard, *Approaches and Methods In Language Teaching*.

[18]Richard, *Approaches and Methods In Language Teaching*.

[19]Jack c and Theodore S. Rogesrs Ricard, *Approaches and Methods in Language Teaching (Jack C. Richards, Theodore S. Rodgers) Second Edition*, Second Edi. (Cambridge: The Press Syndicate of The University of Cambridge, 2002).

b.  **Characteristics of Suggestopedia**

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

1) Decoration

The most striking different of suggestopedia class with the other class is the decoration of the classroom. The teacher tries to make the class as wonderful as possible. It can be by decorate the wall by the picture or poster that relate to material, sticking some ribbon on side of whiteboard, and put a plastick imitation of flower on the table. Make everything is bright and colorful.

2) Furniture

The good furniture available like table, chair, whiteboard , and lamp can make students comfortable. If the student feel comfort with vibe in the classroom,  will enjoy the study.

3) Arrangement of Classroom

The teacher organize the classroom different from other normal classroom. Make the unique arrangement of table. The arrangement could be letter U, circle, or make table group. The unique arrangement of classroom can make student interesting and not bored.

4) The Use of Music

The most striking characteristic of suggestopedia is using music. The genre of music that use by suggestopedia is music classic. Suggestopedia thus has a kinship with other functional use of music, particularly theraphy.[20] There is a strong relationship between classical music and suggestopedia, namely in suggestopedia it is used therapy with classical music in the concert session. Because there are many types of classical music, researchers limit it only to classical music performed by Beethoven.

5) Authoritative Behaviour of the Teacher

Lozanov in Richard book list several expected teacher behavior that contribute to these presentation:

a) Show absolute confidence in the method

b) Display fastidious conduct in manner and dress

c) Organize properly and stricly obseve the initial stages

d) Maintain a solemn attitude toward the session.

e) Give tests and respond lancfully to poor papers (if any)

f) Stress global rather than analytical attitudes toward

Maintain a modest enthusiasm.[21]

According to Setiayadi some of characteristic expected from Language teacher :

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[20]Jack C Richard, *Approaches and Methods in Language Teaching (Jack C. Richards, Theodore S. Rodgers) Second Edition*.

[21]Richard, *Approaches and Methods In Language Teaching*.

a) Teacher should love and master the subject.

b) Teacher should energetic, joyful, playful spirit

c) Teacher should have ll-developed sense of authority.

d) Teacher should balanced self-esteem and esteem

e) Teacher should have ll developed feeling for music, especially classical.[22]

From the characteristic of teacher above, can conclude that the great and good attitude teacher are very important in teaching and learning.

c. **Procedures of Suggestopedia**

The procedure of suggestopedia consist of three part are:

1) An oral review session

Before the teacher continiue the material, the teacher review the previous material. The teacher also lead small discussion about the previous material. The class arrange in a circle thet make a class seems like a seminar.

2) Discussion Session

The discussion may be consist of two session, are macro-studies and micro studies. The focus in micro-studies are given to grammar, vocabulary, and precise question and answer.

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[22]Ag. Bambang Setiayadi, *Teaching English as a Foreign Language*, *Graha Ilmu*, Second Edt., vol. 33 (Yogyakarta: Graha Ilmu, 2020).

3) Concert Session

The concert session consists of two parts. The first is the teacher listen to the music coming from tape recorder. Teacher waiting in suitable harmony part of music before the teacher begin to read the text. Meanwhile, the student following the text that read by the teacher. The text has been translated into their mother tongue.[23]

**d. Principal Theoretical Component of Suggestopedia**

In the application of the suggestopedia method there are several fundamental statements that are used as a guide. This aims to get the most out of the application of a method.

1) Authority

Students will believe, be confident and easily have a good influence in teaching, if the teacher appears to be authoritative and responsible for his duties as a teacher. Thus whatever the teacher says will sound scientific to students, as Richard and Rogers stated:

> Lozanov appears to believe that scientific sounding language, highly positive experimental data, and the true-believer teachers constitute a ritual placebo system that is authoritatively appealing to most learners. Well publized accounts of learning success lend the methode and institution authority, and commitment to the method, self-confidence, personal distance, acting ability, and highly positive attitude give an authorutative air to the teacher.[24]

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[23]Richard, *Approaches and Methods In Language Teaching*.
[24]Ricard, *Approaches and Methods in Language Teaching (Jack C. Richards, Theodore S. Rodgers) Second Edition*.

The authoritative teacher can make student confident in study, because student will believe whatever the teacher said to them. The teacher must have self-confidence, personal distance, acting ability, and highly positive attitude so that the teacher can master the class well. The self confident of teacher can create security of student.

2) Infantilization

Authority is also used to suggest a teacher-student relation like that of parent to child.This principal make the students study like a child . The child study leisurely while playing. The students study not too seriously so that  can understand material unconciously. The study might by role play, songs, game and gymnastic.

The learner learns not only from the effect of direct instruction but from the invironment in which the instruction take place. The bright decor of classroom, the musical background, the shape of the chairs, and the personality of teacher are considered as important in instruction as the form of the instructional material itself.

3) Double Pladness

The factor that can make students enjoy the class just not come from the teacher instruction. When teacher give the

material in class, she have to be have good personality so that student can enjoy the class. Another factor is the arranngement of class. The cairs errenge in various shape of chair and table. It can arranged in circle, half of circle, letter U or make the sit in group. Make class more colorful with the bright decoration also make student comfort in class. The decoration can be a poster, picture, or some of ribbon.

4) Intonation

Teacher need to make the variation of intonation, when she read the text with music in the concert session. The variation of intonation sound in three different intonation. The sound of teacher in concert sessin could start with a soft and calm whispering intonation. Then follod by a normal intonation to a dramatic loud intonation. These variations can avoid student feel bored in classroom.

5) Rhythm

Rythm also needed in concert session when students and teacher read the text follod by the music. Student read the text in concert session have to pause beten the phases.

6) Concert pseucdo-passiveness

This also can found in concert session. When student listen to the text read by teacher by music,  have to relax. This

condition called *hypernmnesia* which is the memory of student become more stronger while listen to the music instrument.[25]

e.  **Teaching Descriptive Text by Using Suggestopedia**

In applying the suggestopedia method, the researcher adapts flexibility between the method and the material presented, namely descriptive text about place. These are some steps in applying the suggestopedia method.

1)  Oral Review Session

    The researcher reviews the previous material through two-way discussion and question and answer. In this case, the previous material was describing place.

2)  Presented and Discussion

    The reseacher explain about the new material namely decriptive text about people. The reseacher shares the example of descriptive text in english and indonesian. The reseacherask students to read the Indonesian text in chorus. Then, the researcher read the English text with music. The reseacher re-explain the new material and bold the new vocabularies in that text.

3)  Concert Session

    In these last steps, the researcher focus on make students feel relax. The researcher ask students to close the book. The

[25]Richard, *Approaches and Methods In Language Teaching*.

nstudents listen to the music while close their eyes. The researcher re-read again the text with music. The last, the researcher re-explain about descriptive text. To make it more clear, these are some steps of suggestopedia method:

**Table II. 1 Teacher and Students' Activity in Applying Suggestopedia Method**

| | Teacher Activity | Procedure | Students Activity | Time |
|---|---|---|---|---|
| **Pre Teaching** | Greeting to the students | | Responding the greeting | |
| | Pray together | | Pray together | |
| | Checking fo attendance list | | Declare fot attending | 5' |
| **While Teaching** | Review the previous material by question and answer with stududents | Oral Review Session | Listen to the teacher explanations.The students ask about unclear material | |
| | Explain about the new material namely *Descriptive Text* | Presented and Discussion | Listen to the explation carefully | |
| | Teacher shares the example of *descriptive text* in a piece of paper in both Indonesia and English | | Give attention to the descriptive text | 20' |
| | Ask The students to read the text in Indonesian together | | Read the descriptive Text in Indonesia | |
| | Read the descriptive text in english with *baroque largo* classical music | | Listen to the teacher | 10' |

| | Teacher Activity | Procedure | Students Activity | Time |
|---|---|---|---|---|
| | . | Concert Session | | |
| | Ask students to close the text and sit down to feel relax by inhale-exhale | | Doing the instruction from the teacher namely close the text, sit down to feel relax by inhale- exhale | |
| | Play the classical music for 2 minutes | | Listen to the music | |
| | Re-explain about descriptive text | | Listen to the explanation | |
| **Post Teaching** | Make the conclusion of the lesson. | | Give the conclusion | 10' |
| | Ask students to read the text Descriptive before go to bed | | Doing the instruction | |

f.  **Advantages and Disadvantages of Suggestopedia**

Suggestopedia has advantages that make this method attractive for teachers to apply it. Saepuddin state some advantages in suggestopedia method. "There is original communication in classroom, the students feel happy in learning wiil foster motivation, suggestopedia can improve mental and emotional stability, suggestopedia can reduce students opportunity to forget"[26] After knowing the advantages of this suggestopedia method, teachers are

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[26]Saepudin, *An Introduction to English Learning And Teaching Methodology* (Jogjakarta: Trust Media, 2014).

expected to apply the method in accordance with the existing procedures so that the benefits can be felt in the learning process.

On the other hand, suggestopedia also has disadvantages in its application. As Saepuddin also stated "Suggestopedia cannot be done in large class, implemetation is expensive, long hours of learning in suggestopedia allow students to feel bored."[27] From some of the disadvantages of the suggustopedia, teachers are expected to be able to adjust the conditions and perform in accordance with the procedure requirements in applying the suggestopedia method.

So, Suggestopedia has disadvantages as well as advantages. Which shortcomings occur when the suggestopedia method does not fit the culture or class circumstances in a country. Advantages are obtained when the suggestopedia method is in accordance with the culture in which the method is applied and in accordance with existing procedures.

## B. Review of Related Finding

There are another researcher that have done a reseaches about Suggestopedia method. The first is done by Majali et al. The research aimed to know the impact of aplying suggestopedia method on the fourth grade students English speaking skill at Mayar International School. The result of study showed that there were positive attitude toward applying of suggestopedia metdod in teaching and learning English speaking skill. It can

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[27]Saepudin, *An Introduction to English Learning And Teaching Methodology*.

be seen from the result of study that revealed statistically significant difference between mean score from experimental class and control class.[28]

The second is Lisnawati. The purpose of the research is to find the purpose of the reserch is to find the effect of suggestopedia method reading comprehensin in descriptive text at tenth grade of SMAN 8 Jambi. The researcher use quantitative research and experimental design. The result of this research showed that there is asignificant effect of suggestopedia method on reading comprehension in descriptive text.[29]

The thirth, Dwimarta et al., this research used a quasi-experimental methods. The conclusion of this research is that suggestopedia method a effect to the descriptive `writing skill.[30]

The fourth, Sundari et al., This research is motivated by students who have difficulty writing descriptive texts. The method that the researchers use is the experimental quantitative method. In this research concludee that the use of the suggestopedia method is effective for students who have difficulty writing descriptive text. This can be seen from the

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[28]Nayel Darwish Al Ali Sharaa Majali, Carol Nairan, Sadia Muhammad Salem, "The Effect Of Implementing The Suggestopedia Method On Grade Four Students' English Speaking Skills And Their Attitudes Toward It At Mayar International Schools," *Dirasat Educational Science* 47, no. 2 (2020): 648, https://archives.ju.edu.jo/index.php/edu/article/view/104608.

[29]Sulastri Lisnawati, "The Effect of Using Suggestopedia Method on Reading Comprehension in Descriptive Text at Tenth Grade of SMA N 8 Kota Jambi," *JELT : Journal of English Language Teaching* 4, no. 2 (2020): 152–165, http://jelt.unbari.ac.id/index.php/jelt/article/view/64.

[30]Rahmasari Dwimarta, St. Y. Slamet, and Rukayah, "The Effect of Suggestopedia Learning Method on Descriptions Writing Skills of Fourth Grade Elementary Pupils," *Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University* 2, no. 1 (2016): 270–276, https://jurnal.uns.ac.id/ictte/article/download/8194/7350.

increase in student scores after being given treatment using the suggestopedia method.[31]

The last, the research was done by researcher. The object of the research was to find out the significant effect of students' score before and after teaching by suggestopedia method in MAS. Darul Ikhlas Padangsidimpuan. The researcher applied a quantitative approach and pre-experimental design to analyze the data. After doing the research, the researcher found that there was a significant effect of using suggestopedia method to students score of writing descriptive text.

## C. Conceptual Framework

Based on this research, there are two variables that has been known. They are the independent variables and the dependent variables. The independent variables is about Suggestopedia as method in this research. Then, the dependent is about the students writing about descriptive text. The effects of Suggestopedia Method to students writing skills on descriptive text can be seeen as figure below

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[31]Erna Sundari et al., "The Use of Suggestopedia to Solve Students' Literacy Difficulties," *Proceedings of the International Conference on Madrasah Reform 2021 (ICMR 2021)* 633, no. Icmr 2021 (2022): 58–66, https://www.atlantis-press.com/proceedings/icmr-21/125968425.

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┌─────────────────────────────────────────┐
│  Students problems are:                   │
│     1.  The students' ability in writing  │
│         descriptive text is still low.    │
│     2.  The students have difficulties in │
│         writing Descriptive Text.         │
│     3.  The available media is less       │
│         supportive in the learning process.│
└─────────────────────────────────────────┘
                     │
                     ▼
              ┌──────────────┐
              │   Pre Test   │
              └──────────────┘
                     │
                     ▼
              ┌──────────────┐
              │  Treatment   │
              │              │
              │ Suggestopedia│
              └──────────────┘
                     │
                     ▼
              ┌──────────────┐
              │  Post Test   │
              └──────────────┘
                   ╱      ╲
                  ▼        ▼
            ┌────────┐  ┌────────┐
            │  Ha    │  │  H0    │
            └────────┘  └────────┘
```
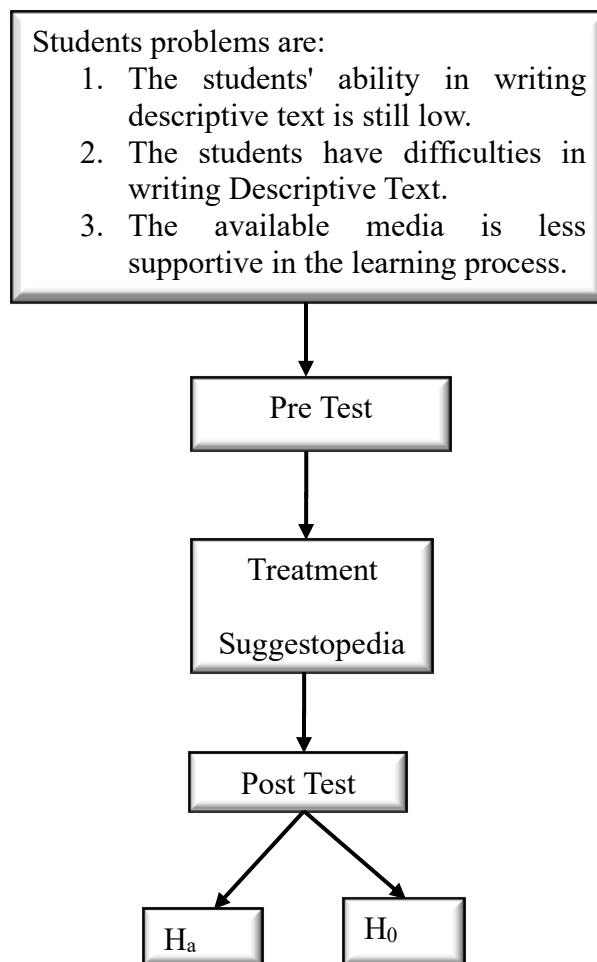
**Figure II. 1 Conceptual Framework**

Based on picture above, suggestopedia is a method used by the researcher to teach writing descriptive text. Suggestopedia helped the students easily in writing about descriptive text. Teacher gave the pre-test to know the students writing skill before doing treatment. After giving the treatment, the researcher gave a post-test to know the significant effects of using Suggestopedia to students writing skill on descriptive text at X grade MAS Darul Ikhlas Padangsidimpuan.

**D. Hypothesis**

This study Formulates the hypothesis of the research stated:

1. Alternative hypothesis (Ha) : there is a significant effect of Suggestopedia method to students' descriptive text writing of the students grade X MAS. Darul Ikhlas Padangsidimpuan.

2. Null hypothesis ($H_0$) : there is no a significant effect Suggestopedia method to students' descriptive text writing of the students grade X MAS. Darul Ikhlas Padangsidimpuan.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Place and Time of Research

The location of this research is in MAS. Darul Ikhlas Padangsidimpuan. It is located in Goti, Padangsidimpuan. This research is done from arranging proposal until finishing the thesis. This research have done on September 2022 until June 2023.

## B. Research Design

This study is a quantitative research. The research form with a pre-experimental design one-group pre-test post-test design. One-Group Pretest-Posttest Design in order to determine the significant impact of treatment on the class sample. There is a class as a sample of research. The class was taugt by using suggestopedia method, a pretest is carried out first before giving treatment. The research was done so that the results of the treatment can be known more accurately, because it can be compared with before the treatment. The design can be described as follows:

$$O_1 \ X \ O_2$$

Where:

$O_1$ = The score pre-test

$O_2$ = The score post-test

**X** = Post-test[1]

In one group pre-test post test design, the researcher would give pre-test (**O**$_1$) to the class. Then, the researcher would give the treatment (**X**) to the class. The last, the researcher would give post-test (**O**$_2$) to the class.

## C. Population and Sample

1. Population

The population is an area of generalization that is directed over objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions. The population in this research is X grade of MAS. Darul Ikhlas Padangsidimpuan consist of 3 classes with 82 students. It can be seen from the table below:

**Tabel III. 1 The Population of The Grade X Students MAS. Darul Ikhlas Padangsidimpuan**

| NO | Class | Number of students |
|---|---|---|
| **1.** | X-1 | 31 |
| **2.** | X-2 | 27 |
| **3.** | X-3 | 24 |
|  | **Total** | 82 Students |

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[1]Sugiyono, *Metode Penelitian Pendidikan. Bandung*, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2015), https://opac.perpusnas.go.id/DetailOpac.aspx?id=911046.

2. Sample

The sample is part of the population chosen as the object of the research. To determine the sample to be used in the study, cluster sampling techniques are used. In the cluster random sampling sample selected from the population is not based on individuals but rather on groups that have been organized. As Fraenkel et.al stated:

> Frequently, researchers cannot select a sample of individuals due to administrative or other restrictions. This is especially true in schools. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.[2]

Therefore, the researcher chose one group from a certain class, namely class X-1 that consist of 31 students as a sample. It was selected as a sample so as not to interfere with learning and the school system did not allow to make the class in random organized.

## D. Instrument of Research

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

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[2]Jack R. Fraenkel, Norman E. Wallen Hellen H. Hyun, *How to Design and Evaluate Research in Education*, ed. Sarah Kiefer, 8th ed. (New York: Mc Graw Hill, 2011), https://saochhengpheng.files.wordpress.com/2017/03/jack_fraenkel_norman_wallen_helen_hyun-how_to_design_and_evaluate_research_in_education_8th_edition_-mcgraw-hill_humanities_social_sciences_languages2011.pdf.

writing ideas, organization / structure of text and content, grammar, and

vocabulary. It can be seen in the following table:

**Tabel III. 2 Indicators of Writing Descriptive Text**

| Indicator | Aspect | Criteria | Score |
|---|---|---|---|
| Generic structure | 1. Identification 2.Description | The text corresponds to selected genre, the terms and features of selected genre are perfectly followed, the writing ideas and information presented are very rellevant, the content of the text is very easy to understand. | 4 |
| | | Only meet 3 of the 4 conditions set. | 3 |
| | | Only meet 2 of the 4 conditions set | 2 |
| | | Only meet 1 or even does not meet the 4 conditions that have been set | 1 |
| Language Features | Use present tense | There are no errors | 4 |
| | | There are some errors but do not really affect the meaning | 3 |
| | | Often found errors, but the meaning can still be understood | 2 |
| | | There are so many errors that the meaning difficult to understand | 1 |
| | Using Action verbs | There are no errors | 4 |
| | | There are some errors but do not really affect the meaning | 3 |
| | | Often found errors, but the meaning can still be understood | 2 |
| | | There are so many errors that the meaning difficult to understand | 1 |
| | Using Adjective and Adverb | There are no errors | 4 |
| | | There are some errors but do not really affect the meaning | 3 |
| | | Often found errors, but the meaning can still be understood | 2 |
| | | There are so many errors that the meaning difficult to understand | 1 |
| | Vocabulary | The sentence use are very effective, correctly use lexical variatios, master the form of | 4 |

| Indicator | Aspect | Criteria | Score |
|---|---|---|---|
|  |  | words correctly, the terms are used correctly. |  |
|  |  | Only meet 3 of the 4 conditions set. | 3 |
|  |  | Only meet 2 of the 4 conditions set | 2 |
|  |  | Only meet 1 or even does not meet the 4 conditions that have been set[3] | 1 |

### E. Validity and Reliability

**1.** Validity

The writing test is apply in this study. Validity is required for a good test. The extent to which an instrument measures what it is designed to measure is referred to as its validity.The researcher applied content validity to validate the test in this study, because the researcher would compare the content of the instrument with the subject matter taught.

The researcher gave the form of construct validity to the English teacher in MAS. Darul Ikhlas Padangsidimpuan. In form of content validity, the researcher asked the English teacher to answer some of question. The question is refers to the suitable of test to students subject matter in MAS. Darul Ikhlas Padangsidimpuan.

[3]Makhrur Bashir, *Buku Guru Bahasa Inggris*, ed. Pandji Mangunsudarmo, Revisi 201. (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), https://bukusekolah.id/buku/buku-bahasa-inggris-kelas-11-sma/.

2. Reliability

The consistency of the measurement is defined as reliability. It indicates that reliability is the consistency and accuracy in scoring that would have resulted from the researched measure. One facet of a successful test is reliability.

## F. Procedures of the Research

To get the data of the research, the researcher gave some steps. It consists of pre-test, treatment and post test.

1. Pre Test

The researcher gave pre test to get mean score of the sample. To determine the students' fundamental abilities before teaching descriptive text writing using suggestopedia method, the researcher administered a writing test that included the following steps:

a) The researcher prepared the test

b) The researcher shared out the test to student

c) The researcher gave the direction to do the test

d) The Researcher said the deadline to take the test

e) The Students took the test, which is to write a text descriptive using their own language and thoughts.

f) The researcher collected the paper test

g) The researcher examined the students' sheet papers to get the mean score for both classes.

2. Treatment

In this case, the researcher gave the treatment by taught students as sample for suggestopedia method. The researcher gave the treatment once with a text. The treatment gave the students an explanation about how to apply suggestopedia in writing descriptive text with some steps namely:

a) An oral review section

Before the teacher continiue the material, the teacher review the previous material. The teacher also led small discussion about the previous material. Presented and discussed

b) Presented and discussed

This part, the teacher led student to pay attention to the new text or dialogue. This session also do the discussion about importan issues of grammar, vocabualary, or content. Students get the chance too ask about the issue that sutents are curuous about. The good teacher's attitude and authority are needed to make stutents succsess in learning the material.

c) Concert session

The concert session consist of two part. The first is the teacher listent to the music coming from tape recorder. Teacher wait in suitable harmony part of music before the teacher begin to read the text. Meanwhile, the student follow the text that read by the teacher. The text has been translated into their mother tongue.

3.  Post Test

    The researcher would do a post test after the treatment is given to the student. After the post test was conducted, researchers analyzed the data to find whether there was a significant difference between the use of the suggestopedia method on students' descriptive text writing ability. The researcher would do a post test after the treatment was given to the student. After the post test was conducted, researchers analyzed the data to find whether there was a significant difference beten the use of the suggestopedia method on students' descriptive text writing ability. The steps in post-test consist of:

    a) The researcher prepared the test

    b) The researcher shared out the test to student

    c) The researcher gave the direction to do the test

    d) The researcher said the deadline to take the test

    e) Before take the test the researcher asked students to relax by inhale and then exhale slowly.

    f) The students took the test, which is to write a text descriptive using their own language and thoughts.

    g) The researcher played the music classic during the students do the test.

    h) The researcher collected the paper test

    i) The researcher examined the students' sheet papers to get the mean score.

## G. Technique of Analyzing Data

To determine the students' abilities, particularly in producing descriptive text, the researcher should assess the students' tests using descriptive statistic analysis.

1. Normality Test

Normality Test is used to know whether the data normal or not. To know the normality of data, the researcher used *chi square* formula. The reason researchers use chi aquare is because there are 30 total respondents as a condition of using chi square. The steps required in testing data normality with *Chi Square ( $x^2$ )* are as follows:

1) Specifies the number of interval classes.

2) Specifies the length of the interval class.

3) Compile into a frequency distribution table, as well as a helper table to calculate the price Chi Square calculate.

4) Calculate expected frequency. The method of calculating ef is based on the percentage area of each plane of the normal curve multiplied by the number of observational data (the number of individuals in the sample).

5) Enter the fh values into the fh column table while calculating the prices $(f0 - fh)^2$ and $(f0-fh)^2$ fh . The price $(f0-fh)^2$ fh is the calculated price of Chi Square ( $x^2$ ).

6) Compare Chi Square price count with Chi Square table. The data is declared normally distributed if the Chi Square count

< the Chi Square table.[4] The calculation of the normality

data is stated to be appendix 12 and appendix 13.

2. Homogenity Test

The homogeneity test is used to find out whether the pretest data has

the same variance or there is no repetition in the posttest data. The

condition of data that is considered homogeneous if Fcalculate < Ftable

with dk = k-1, k is many different independent variable data, then the

data is homogeneous. The results of the homogeneity test calculation

can be seen in appendix 13.

3. Mean ( avarage )

The formula used is:

$$M_x = \Sigma \frac{f_i . x_i}{f_i}$$

Description:

$M_x$ = Mean (avarage)

$\Sigma f_x$ = The sum of multiplication

N = Number of students.[5]

4. Median

The formula used is:

$$Me = L + \left( \frac{{}^1/_2 N - f k_b}{f_i} \right) X\ i$$

Description:

[4]Sugiyono, *Metode Penelitian Pendidikan. Bandung*.
[5]Sudjana, *Metoda Statistika*, 6th ed. (Bandung: Tarsito, 2005).

Me= Median

L = Lower limit

$fk_b$ = Cumulative frequency lies below the median score containing

$f_i$ = Original frequency (frequency of score containing median)

i = Interval Class

N = Number of Students.[6]

5. Standard Deviation

The formula used is:

$$SD_x = \sqrt{\frac{\sum X^2}{N_1}}$$

$$SD_Y = \sqrt{\frac{\sum y^2}{N_2}}$$

Description:

SD = Standard Deviation

$\sum X^2$   = Amount of deviary

N   =  Number of cases.[7]

6. Variant

$$S^2 = \frac{\sum x_i^2 (\sum x_i)2}{n(n-1)}$$

Description:

$S^2$ = Variant

X = avarage amount of sample

[6]Anas Sudijono, *Pengantar Statistik Pendidikan* (Depok: Raja Grafindo Persada, 2018).
[7]Sudijono, *Pengantar Statistik Pendidikan*.

$X_i$ = Data.[8]

## H. Hypothesis

The hypothesis is a temporary answer to the formulation of the problem in the study. The formulation of the problem has been written in the form of a question. Because this study is a quantitative research, a hypothesis is written. This research use t test for the hypothesis.

The formula used is:

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

Description:

t = count value

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

SD = Standard deviation between pre test and post test

N    = Number of sample[9]

Criteria:    $t_0 \geq t_t$  nul hypothesis rejected; alternative hypothesisi accepted

$t_0 \leq t_t$ nul hypothesis accepted; alternative hypothesis rejected

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[8]Sudjana, *Metoda Statistika*.
[9]Budiantara Nuryadi, Tutut Dewi Astuti, Endang Sri Utami, *Dasar-Dasar Statistik Penelitian* (Yogyakarta: Gramasurya, 2017).

**CHAPTER IV**

**THE RESULT OF THE RESEARCH**

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

After getting the data, the researcher used the statistical formula to test the hypothesis. The aim of hypothesis is to know whether there is a significant effect of using Suggestopedia Method on Writing Descriptive at X Grade Students or there is no a significant effect of using Suggestopedia Method on Writing Descriptive at X Grade Students. Then, the researcher described the data that had found by the researcher as follows:

A. **Description of Data**

1. **The Descrription of Data in Pre Test**

   In pre-test, the researcher calculated the result that had been gotten by the students in answering writing test. The researcher gave them the test about "People around You". The students wrote a describtive text about people around the students.

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

**Tabel IV. 1 The Score in pre test**

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

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

distribution frequency of the students' score can be seen on the table

below:

**Tabel IV. 2 Distribution frequency of Pre-Test**

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

Based on the table above, it can be concluded that the students'score

in interval class between 30-38 was 6 students (20%), interval class

between 39-47 was 3 students (10%), interval class between 48-56 was

8 students (27%), interval class between 57- 65 was 2 students (7%),

interval class between 66-74 was 3 students (10%), interval class

between 75-83 was 8 students (27%). In order to get the description of

data clearly and completely, the researcher made it into histogram on

the following figure below:

**Figure IV. 1 : Histogram of Students' Writing Descriptive Text in**

**Pre Test**

Based on the histogram above can be known that the data description of students'writing descriptive text in pre test shown that the students at interval 30-38 were 6 students, interval 39-47 were 3 students, interval 48-56 were 8 students, and interval 57-65 were 2 students, 67-74 were 3 students and 75-81 were 8 students.

The above data is normally distributed after a normality test with the chi square test which has been listed in the appendix.

2. **The Description of The Data in Post Test**

In post-test , the researcher calculated the result that had been gotten by students in answering writing test. The researcher gave them the test about "People around You". The students wrote a describtive text about people around the students.

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

**Tabel IV. 3  The Score in Post Test**

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

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

**Table IV. 4 Distribution of Table in Post Test**

| Interval | Mid Point | Frequency | Persentage |
|----------|-----------|-----------|------------|
| 60-65 | 62 | 7 | 23% |
| 66-71 | 68 | 7 | 23% |
| 72-77 | 75 | 6 | 20% |
| 78-83 | 81 | 4 | 13% |
| 84-89 | 87 | 4 | 13% |
| 90-95 | 93 | 2 | 7% |
| i=6 | | 30 | 100% |

Based the table above, it can be concluded that the students'score in interval class between 60-65 was 7 students (23%), interval class between 66-71 was 7 students (23%), interval class between 72-77 was 6 students (20%), interval class between 78-83 was 4 students (13%), interval class between 94-89 was 4 students (13%), interval class between 90-95 was 2 students (7%). In order to get the description of data clearly and completely, the researcher made it into chart on the following figure below:
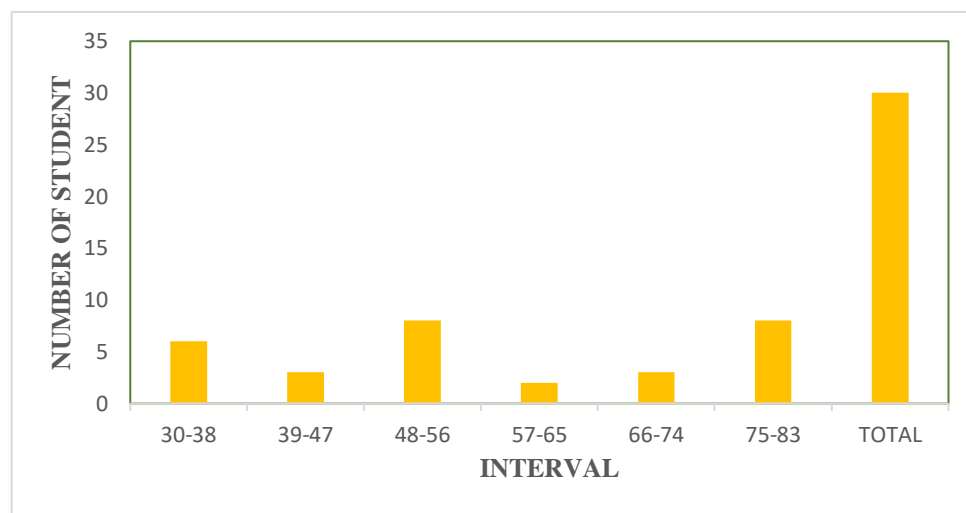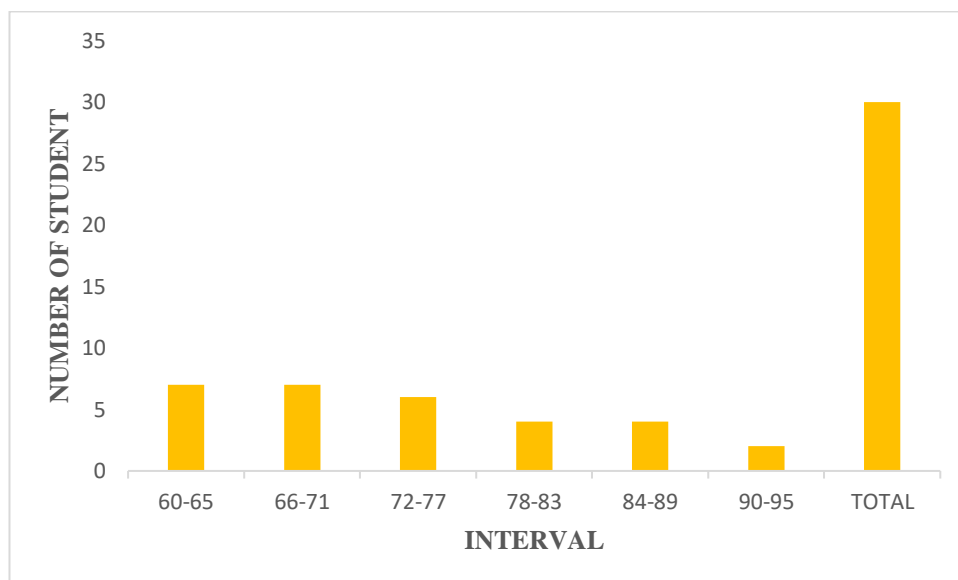
**Figure IV. 2 : Data Description of Students' Writing**

**Descriptive Text in Pre Test**

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

The above data is normally distributed after a normality test with the Chi quadrat test, which has been listed in the appendix.

3.  **Gain of Score in Pre Test and Post Test**

Gain of score in pre test and post test can be seen in the table below:

**Tabel IV. 5 Gain Score Pre test and Post test**

| Pre Test | Post Test | Enhanchement | Gain Score |
|----------|-----------|--------------|------------|
| 57.6 | 74.3 | 16.7 | 0.8 |

Based on the table above, the researcher found that the mean score in pre-test was 57.6 and mean score in post-test was 74.3. The Enhancement of pre-test and post-tet was 16.7 and gain score was 0.8. Based on the criteria, the gain score of 0.8 is in the range of $G \geq 0.7$ intervals, which means that the gain that occurs in the pre test and post test is included in the high criteria.

4. **Hypothesis Test**

After calculating the data of post-test, the researcher found that the result of pre test and post test was normal and homogenous. Based on the result, the researcher used statistical hypothesis to analyze the hypothesis. Alternative hypothesis (Ha) of the research was " There was a significant effect of Suggestopedia method to students' descriptive text writing in MAS. Darul Ikhlas Padangsidimpuan ". The calculation of hypothesis test can be seen on appendix . The result of t-test can be seen on the table below:

**Tabel IV. 7 The result of t test from pre test and post test**

| t count | t table |
|---------|---------|
| 3.09 | 2.04 |

The hypothesis was 2 criteria. They are if t-count < t-table means it was rejected and if t-count > t-table means it was accepted. Based on the calculation of the researcher in post-test, the researcher found that t-count more higher than t-table with significance level $\alpha = 0.5$ and df =

$n_1-1 = 29$. So it means that the hypothesis $H_a$ was accepted and $H_o$ was rejected. So, there was significant effect of using suggestopedia method in writing descriptive text at the thenth grade students of MAS Daraul Ikhlas Padangsidimpuan.

In this case, the mean score of pre test was 57.6 and mean score of post test was 74.3 . So, it means that the mean score in post test after using suggestopedia method was higher than mean score in pre test before using suggestopedia method. The gain score was 0.8.

Based on the explanation above, the researcher concluded that the hypothesis alternative ($H_a$) of this research was accepted where there was a significant effect of using suggestopedia method toward students writing ability on descriptive text and the null hypothesis ($H_o$) of this research was rejected where there was no a significant effect of using suggestopedia method toward students writing ability on descriptive text.

## B. Discussion

Based on the data analysis that had found by the researcher, it shown that there was significants effect of using suggestopedia method on writing descriptive text at the tenth grade students in MAS. Darul Ikhlas Padangsidimpuan, where the result in pre test higher than in post test. In the pre test, the mean score was 57.6. Meanwhile, in the post test the mean score was 74.3. It means the theory  Georgy Lozanov learning by suggestopedia seems to be accelerated  over that in learning by conventional method,

because suggestopedia is the centrality of music and rythm to learning was significant to this research. In other words, there was a significant effect of suggestopedia method on writing descriptive text in at the tenth grade students in MAS. Darul Ikhlas Padangsidimpuan. There are some discussion or previous study about the effect of using suggestopedia method on writing ability such as:

The first is conducted by Richard, where the statenebt related to this research. The most important use of music in suggestopedia method is the use of classical music because it can increase student focus trough increasing selfr esteem in students.[1] Classical music creates a peaceful atmosphere in the class suggestopedia which has an impact on stidents' selft confidence in learning success.

The second is Setiyadi, where the statement in the scond list of basic assumtion about language. He stated that "The psychological tools include liveliness, joy and cheerfulness in the learning environment are needed in learning environment"[2]. The use of classical music in suggestopedia method is also included as a psychological tool that can create joy and cheerfulness.

The third is Freeman and Anderson, their statement about suggestopedia method realted to this research, "One of the ways the students' mental reserves are stimulated is through integration of the fine

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[1]Richard, *Approaches and Methods In Language Teaching*.
[2]Setiayadi, *Teaching English as a Foreign Language*, vol. 33, p. .

arts".[3] In this statement conducted between fine art of musical classic bring a big impact to students ability in learning.

The fourth is by Yuliani, the result of ttable and ttest is got 2.04 < 12.52 > 2.75. The fact that, the students' ability increased and they can make a descriptive text well. It means that using suggestopedia can help students to improve their writing skill.[4]

The last is by Mufida, it can be seen from the result t test = 4.399 is consulted with 5% significant level with df 32, that is 2037 (t-test > t table. 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.[5]

All of the discussion above is statements that support (pro) to this research, where they have in common that suggestopedia method have a significant effect on students' ability in writing . On the other hand, there are several discussions that do not support (contra) to this research. The contra discusses about the weakness of using suggestopdeia method in learning english.

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[3]Larsen-Freeman and Marti Anderson, *Techniques-Principles-Language-Teaching*.
[4]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."
[5]Mufida, "The Effectiveness of Suggestopedia Technique and Pictures Series in Teaching Wring at Grade of SMAN 1 Balong."

One of weakness conducted by Setiayadi stated that suggestopedia method is not suitable use in Indonesia because: some reasons, they are :

1. The classes in Indonesia is too big.

2. The implementation of suggestopedia method is considered too expensive to create a comfortable class atmosphere

3. Most of students in Indonesia don't interested in classical music.

4. Alcohol is llegal in Indonesia.[6]

Sundari et.al reveal the weakness of Suggestopedia Method, they are:

1. It can only be used in small groups

2. For students who do not like classical music or instruments, it will be annoying and increase anxiet

3. Modifying the class requires a high cost, there are no provisions for implementation and preparation for intermediate and advanced students

4. For the level of reading comprehension and writing comprehension level

5. The scope of the use of the suggestopedia method is too limited

6. The input material is pedagogically prepared more exclusively.[7]

Based on the discussion above, it can be concluded that the significant effect of using Suggestopedia , method in teaching about

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[6]Setiayadi, *Teaching English as a Foreign Language*, vol. 33, p. .
[7]Sundari et al., "The Use of Suggestopedia to Solve Students' Literacy Difficulties."

descriptive text was more bigger than the weakness of using Suggestodeia in teaching about descriptive text. It also can be seen from the students' score in the pre-test and the post-test. There was an improvement score in post-test after learning by using Suggestopedia method. It also can be seen from t-table of the research and t-test of the research, where the t test of the research is higher than t-table of the research. The alternative hypothesis ($H_a$) was accepted, and the null hypothesis ($H_o$) of the research was rejected. It means that research was success. There was a significant effect of using suggestopedia method on writing descriptive text of the students MAS.Darul Ikhlas Padangsidimpuan.

## C. Threats of Research

The researcher found the threats of the research as folows:

1. Some of the students were not serious in answering the pre-test and post-test. Some of them still were cheating by copy the text from textbook. It made the answer of the test was not pure.

2. Some of students did not take the learning process seriously in concert session.

3. Treatment was not carried out optimally because of the time and cost limit.

4. Some of students were still unfamiliar with english that make them ignore the lesson.

# CHAPTER V

# CONCLUSSIONS, IMPLICATION AND SUGGESTIONS

## A. Conclussion

Based on the result of the research, the researcher made the conclusions of this research such as:

1. The students' descriptive text writing skill before learning by using suggestopedia method in MAS Darul Ikhlas Padangsidimpuan is 58. It can be classified to less category.

2. The students' descriptive text writing skill after learning by using suggestopedia method in MAS Darul Ikhlas Padangsidimpuan is 74.3. It can be classified to good category.

3. The result found that t-test was 3.09 and t-table was 2.04 (3.09>2.04). It means that $H_a$ was accepted. So there was significant effect using suggestopedia method to students writing ability at the tenth grade students of MAS Darul Ikhlas Padangsisidmpuan

## B. Implication

Implication is the influence or effect of an action which in this case the action in question is the result of the findings of a scientific study. The results of this study are about the effect of suggestopedia method on writing descriptive text of the students grade X MAS. Darul Ikhlas Padangsidimpuan. Based on the results of the study, it is known that the

suggestopedia method variable has a significant influence on the ability to write descriptive text in class X MAS. Darul Ikhlas Padadngsidimpuan.

Once a study has been conducted in an educational environment, the implications that can be drawn certainly have implications in the field of education and also subsequent research, in connection with these results, the implications are as follows:

1. Based on the results of the research above that the suggestopedia method has a significant influence on students' descriptive text writing skills. Therefore, it is necessary to make efforts to apply consistently the suggestopedia method both in descriptive text and other subject matter. It aims to improve the English language skills of MAS students. Darul Ikhlas.

2. Based on the theory that has been tested by researchers, it can be seen that the suggestopedia method is able to speed up the process of learning the side in writing descriptive text. In realizing this, teachers need to apply this method in accordance with existing procedures.

## C. Suggestion

After finishing the research, the researcher got many information in English teaching and learning. One of information is it better for the teacher to use the method in teaching and learning process. Beside the information that had been gotten by the resercher after finishing the research, however the researcher has some suggestion after finishing this research.

These suggestion made as an addition or information for headmaster, teacher, students and the next researcher in teaching and learning about writing especially in writing about descriptive text. The suggestons are:

1.  For the headmaster of MAS Darul Ikhlas Padagsidimpuan, it hoped to inform the English teacher in this school to use suggestopedia method in teaching writing. The researcher and others proved suggestopedia method was effective to be used in learning process. it helped students more easier to understand about the writing ability especially for writing descriptive text.

2.  For the English teacher of MAS Darul Ikhlas, it hoped to use suggestopedia method in teaching writing about descriptive text. The researcher and others proved that suggestopedia method was effective to be used in learning process because this method can help students more easier in write the text about descriptive text.

3.  For the students of MAS Darul Ikhlas, suggestopedia method hoped can be useful to improve their ability in writing about descriptive text.

4.  For the next researcher, this research hoped can be as a referention to apply in their research. This research can help them to conduct further research in the same topic. Eventought, there is a difference between this research with the next research on the variable or skills but same.

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**Appendix 1**

## LESSON PLAN

| | |
|---|---|
| **Sekolah** | **: MAS. DARUL IKHLAS H. ABDUL MANAP SIREGAR** |
| **Mata Pelajaran** | **: Bahasa Inggris** |
| **Kelas / Semester** | **: X / 2** |
| **Materi Pokok** | **: Teks Deskripsi Lisan dan Tulis sederhana tentang orang** |
| **Alokasi Waktu** | **: 1 X 2 JP ( 90 menit )** |

### A. Kompetensi Inti :

1. **KI 1** : Menghayati dan mengamalkan perilaku jujur, disiplin dan bertanggung jawab, peduli (gotong rooyong, kerja sama, toleran dan damai), santun, responsif, dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berimteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

2. **KI 2** : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

3. **KI 4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrakterkait dengan pengembangan dari yang dipelajarinyadi sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta

damai, dalam melaksanakan komunikasi fungsional

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada

teks deskripsi sederhana tentang orang, tempat wisata, dan bangunan

bersejarah terkenal, sesuai dengan konteks penggunaannya

4.8 Menagkap makna dalam teks deskripsi sederhana

4.9 Menyunting teks deskripsi  sederhana tentang orang, tempat wisata,

dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial,

struktur teks, dan unsur kebahasaan pada teks sesuai dengan konteks

penggunaannya

4.10 Menyusun teks deskripsi sederhana tentang orang, tempat wisata, dan

bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial,

struktur teks, dan unsur kebahasaan pada teks sesuai dengan konteks

penggunaannya

**C.  Indikator**

**(**Sikap spiritual)

1.1.1    Menunjukkan semangat belajar (A5)
1.1.2    Menunjukkan keseriusan mengikuti pembelajaran (A5)

(Sikap Sosial)

2.1.1 Menunjukkan perilaku santun dalam berkomunikasi

interpersonal dengan guru dan teman (A5)

2.12  Menunjukkan perilaku peduli dalam berkomunikasi

interpersonal dengan guru dan teman (A5)

(Pengetahuan)

3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan tata bahasa

teks deskripsi lisan dan tulisan (K2)

3.3.2 Membandingkan perbedaan antar berbagai teks deskripsi

yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa

Inggris dengan yang ada dalam bahasa Indonesia (K2)

3.3.3 Menemukan gagasan pokok, informasi rinci dan informasi

tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar

(K2)

(Penerapan)

4.4.1 Menyusun teks deskripsi sederhana tentang orang, tempat

wisata, dan bangunan bersejarah terkenal, dengan memperhatikan

fungsi sosial, struktur teks, dan unsur kebahasaannya (P4)

4.4.2 Menyusun teks deskripsi sederhana tentang orang, tempat

wisata, dan bangunan bersejarah terkenal, dengan memperhatikan

fungsi sosial, struktur teks, dan unsur kebahasaannya (P4)

## D. Tujuan Pembelajaran
(Sikap Spiritual)

1.1.3   Siswa dapat menunjukkan semangat mengikuti
        pembelajaran.
1.1.4   Siswa dapat menunjukkan rasa antusias mengikuti
        pembelajaran

(Sikap Sosial)

2.1.1 Siswa dapat menunjukkan perilaku santun dalam

berkomunikasi interpersonal dengan guru dan teman.

2.1.2  Siswa dapat menunjukkan perilaku peduli dalam

berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

3.3.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan tata bahasa teks deskripsi lisan dan tulisan.

3.3.2 Siswa dapat membandingkan perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia

3.3.3 Siswa dapat menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar

(Penerapan)

4.4.1 Siswa dapat menyusun teks deskripsi sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaannya.

4.4.2 Siswa dapat menyusun teks deskripsi sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaannya.

**E. Materi**
   **a.** Teks deskripsi sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
   **b.** Fungsi sosial: Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
   **c.** Struktur Teks
      1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagianbagiannya yang dipilih untuk di deskripsikan
      2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagianbagiannya

3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang semuanya sesuai dengan fungsi sosial yang hendak di capai.

    **d.** Unsur Kebahasaan

      1) Kata benda yang berkaitan dengan orang tempat wisata, dan bangunan bersejarah terkenal

      2) Kata sifat yang trekait tempat wisata, dan bangunan bersejarah terkenal

      3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

      4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

      5) Rujukan kata

## F. Metode

Suggestopdeia Method

## G. Media

Laptop, Loudspeaker

## H. Sumber

    e. Buku Pathway to English for Senior High School Grade X (General Programme)

    f. Audio

    g. Suara Guru

    h.

## I. Langkahlangkah Pembelajaran

Pertemuan 1

1) Kegiatan Pendahuluan

| Guru | Siswa | Waktu |
|---|---|---|
| Memberi salam kepada siswa | Membalas salam guru | 10' |
| Mengajak siswa berdoa | Berdoa bersama guru | |
| Mengecek kehadiran siswa | Menyatakan kehadirannya | |

2) Kegiatan Inti

| Guru | Siswa | Waktu |
|---|---|---|
| **a.  Oral Review Section** | | |

| | | |
|---|---|---|
| Melakukan pengulangan materi sebelumnya melalui diskusi dua arah antara guru dan murid. | Mendengarkan pengulangan materi yang di lakukan guru. | 15' |
| **b. Presented and Discussed** | | |
| Menjelaskan materi terbaru yaitu *descriptive text.* | Mendengarkan penjelasan dengan seksama | |
| Membagikan contoh text *descriptive text* dalam bahasa Inggris dan Indonesia | Memperhatikan text yang telah di bagaikan | |
| Mememinta siswa untuk membacakan teks deskripsi berbahasa Indonesia bersama-sama | Membaca teks deskripsi berbahasa Indonesia bersama-sama | 20' |
| Membacakan deskriptif lisan berbahasa Inggris yang diiringi dengan musik *baroque largo" slovak chamber orchestra"* | Mendengarkan teks dan iringan musik *baroque largo" slovak chamber orchestra"* | |
| Setelah musik selesai dan teks selesai dibaca guru menjelaskan kembali mengenai *descriptive text* yaitu menjelaskan struktur teks, grammatical pattern, mengenalkan kosa kata baru dalam text | Mendengarkan penjelasan guru | |
| **c. Concert Session** | | |
| Meminta siswa untuk menutup buku, duduk rileks, menarik nafas dengan beberapa tarikan dalam dan menghembuskanya. | Menutup buku, duduk rileks, menarik nafas dengan beberapa tarikan dalam dan menghembuskanya | |

| Memperdengarkan musik klasik *London Baroque”* selama 2 menit | Mendengarkan musik klasik *London Baroque”* selama 2 menit dengan menutup mata. | 20' |
|---|---|---|
| Membacakan kembali teks deskripsi dengan iringan musik. | Mengkuti bacaan teks deskripsi yang di bacakan guru | |
| Memberi penjelasan kembali mengenai teks deskripsi yang di bacakan. | Mendengarkan penjelasan guru. | |

3) Kegiatan penutup

| Guru | Siswa | Waktu |
|---|---|---|
| Memberi panduan menyimpulkan hasil pembelajaran | Meyimpulkan hasil pembelajaran | |
| Meminta siswa untuk membaca teks deskripsi yang telaha dipelajari sebelum tidur dan setelah bangun tidur di pagi hari | Menjalankan instruksi yang di beriakn guru | 10' |

**J. Penilaian**

| Indicator | Aspect | Criteria | Score |
|---|---|---|---|
| Generic structure | 1. Identification<br><br>2.Description | The text corresponds to selected genre, the terms and features of selected genre are perfectly followed, the writing ideas and information presented are very rellevant, the content of the text is very easy to understand. | 4 |

| Indicator | Aspect | Criteria | Score |
|---|---|---|---|
| | | Only meet 3 of the 4 conditions set. | 3 |
| | | Only meet 2 of the 4 conditions set | 2 |
| | | Only meet 1 or even does not meet the 4 conditions that have been  set | 1 |
| Language Features | Use present tense | There are no errors | 4 |
| | | There are some errors but do not really affect the meaning | 3 |
| | | Often found errors, but the meaning can still be understood | 2 |
| | | There are so many errors that the meaning difficult to understand | 1 |
| | Using Action verbs | There are no errors | |
| | | There are some errors but do not really affect the meaning | |
| | | Often found errors, but the meaning can still be understood | |
| | | There are so many errors that the meaning difficult to understand | |
| | Using Adjective and Adverb | There are no errors | |
| | | There are some errors but do not really affect the meaning | |

| Indicator | Aspect | Criteria | Score |
|---|---|---|---|
| | | Often found errors, but the meaning can still be understood | |
| | | There are so many errors that the meaning difficult to understand | |
| | Vocabulary | The sentence use are very effective, correctly use lexical variatios, master the form of words correctly, the terms are used correctly. | 4 |
| | | Only meet 3 of the 4 conditions set. | 3 |
| | | Only meet 2 of the 4 conditions set | 2 |
| | | Only meet 1 or even does not meet the 4 conditions that have been set | 1 |

Padangsidimpuan, 16 Juni

2023

Kepala Sekolah MAS. Darul Ikhlas

**APPENDIX 2**

## INSTRUMENT FOR PRE TEST

1. **Pengantar**

   **a.** Test ini bertujuan untuk mendapatkan data dari siswa mengenai kemampuan dalam menulis text descriptive dan jawaban anda tidak berpengaruh terhadap kedudukan anda di sekolah ini.

   b. Apabila terdapat pertanyaan yang kurang jelas, silahkan tanyakan langsung kepada pengawas.

2. **Soal**

   a. Tuliskan tentang salah satu orang disekitarmu yang kamu kenal dengan baik. Siapa orang tersebut? Berikan deskribsi tentang orang tersebut!

| IDENTIFICATION | ................................................................................ <br> ............................................................................... |
|---|---|
| DESCRIPTION | ................................................................................ <br> ............................................................................... <br> .............................................................................. <br> .............................................................................. |

Mengetahui,
Validator

**Siti Aminah Lubis, S.Pd.**

**APPENDIX 3**

**INSTRUMENT FOR POST TEST**

1. **Pengantar**

   a. Test ini bertujuan untuk mendapatkan data dari siswa mengenai kemampuan dalam menulis text descriptive dan jawaban anda tidak berpengaruh terhadap kedudukan anda di sekolah ini.

   b. Apabila terdapat pertanyaan yang kurang jelas, silahkan tanyakan langsung kepada pengawas.

2. **Soal**

   a. Tuliskan tentang salah satu orang disekitarmu yang kamu kenal dengan baik. Siapa orang tersebut? Berikan deskribsi tentang orang tersebut!

| IDENTIFICATION | .................................................................... ................................................................. |
|---|---|
| DESCRIPTION | .................................................................... ................................................................. ................................................................. .................................................................... |

Mengetahui,
Validator

**Siti Aminah Lubis, S.Pd.**

**APPENDIX 4**

**Form of Construct Validity for Writing Matery Test**

Mata Pelajaran : Bahasa Inggris Kelas/

 Semester : X/ II Penelaah : Siti Aminah Lubis, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisilah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2.  Berilah tanda cek (√) pada kolom "ya" apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom "tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria
4.  Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Matery Test (Pre-Test)

| NO. | Aspek | Ya | Tidak | Catatan |
|-----|-------|----|----|------|
| 1. | Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas X di semester II? | | | |
| 2. | Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas? | | | |
| 3. | Apakah instruksi dapat dipahami? | | | |
| 4. | Apakah instruksi sudah sesuai dengan aspek yang akan diukur? | | | |
| 5. | Apakah alokasi waktu sudah cukup? | | | |

Mengetahui,
Validator

**Siti Aminah Lubis, S.Pd.**

**APPENDIX 5**

Score Pre Test

| KODE SISWA | NILAI |
|---|---|
| AHD | 80 |
| A | 70 |
| FHS | 38 |
| FRB | 60 |
| FHS | 69 |
| GPN | 56 |
| FRB | 38 |
| HB | 44 |
| HB | 56 |
| HS | 75 |
| MPR | 30 |
| MRJ | 50 |
| MSS | 81 |
| PPH | 75 |
| PA | 44 |
| RH | 38 |
| RH | 75 |
| RRHS | 56 |
| SP | 38 |
| SR | 40 |
| TN | 35 |
| TKH | 80 |
| TA | 65 |
| UAH | 50 |
| UK | 55 |
| VYA | 70 |
| W | 50 |
| WA | 55 |
| YAH | 80 |
| YA | 75 |
| | 1728 |

# APPENDIX 6

Score of Post Test

| KODE SISWA | NILAI |
|---|---|
| AHD | 95 |
| A | 85 |
| FHS | 75 |
| FRB | 70 |
| FHS | 80 |
| GPN | 70 |
| FRB | 65 |
| HB | 85 |
| HB | 85 |
| HS | 75 |
| MPR | 70 |
| MRJ | 70 |
| MSS | 75 |
| PPH | 75 |
| PA | 70 |
| RH | 75 |
| RH | 65 |
| RRHS | 60 |
| SP | 65 |
| SR | 70 |
| TN | 65 |
| TKH | 80 |
| TA | 70 |
| UAH | 80 |
| UK | 60 |
| VYA | 80 |
| W | 85 |
| WA | 60 |
| YAH | 95 |
| YA | 75 |

# APPENDIX 7

Studets' Score in pre test and post test



Qysa Rahmadhani"

IDENTIFICATION.

Qysa
~~Rahmadhani~~ is my friend in my school. she is very useful. She adalah anak pertama dari 2 bersaudara. she (ber umur) 15 tahun, & she is very cock berbahasa Inggris. she from Jakarta.

Description.

Qysa is very beutifool, dia memiliki heir yang pendek, she haf kuit yang lumayan putih, she haf tubuh yang meagre. & she is 159 cm, she is haf eyes berwarna blacak. and she is my yang very useful, and she adalah orang is very pure.

2
2
2
1
————
8  × 100
——
20

40

Name

Date
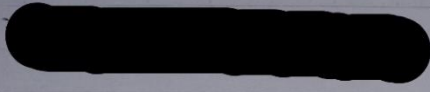
Descriptive text

My big brother

Among my family , I very like my big brother . he is my mother
eldest son . he (live) with my mother . because my mother very
(need) his help . because my father passed ~~away~~ three years ago.

You know , His age is 25 but his mind and soul is very
sincere to help my mother . His hair is ~~xxxx~~ wavy and black .
(his flint nose) with rather big ears and his brown eye make
his look handsome . And of ~~couse~~ course he (have) fair skin . he is
166 cm and rather fat .

He always (wearing) black jeans ~~xxxx~~ with black T shirt .
My brother is a ~~quied~~ ~~xxxx~~ and creative boy .

Her hobbies are Gamming and eats many food . his ~~x~~ favourite
food is Ikan teri . I very like ~~xx~~ play game ~~x~~ with ~~xxx~~ (his.)

4
3
3
3
3
—————
16  × 100
——
20

(80)
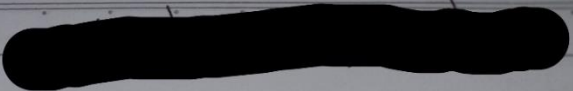
Yasir is one of the student's president Candidates of our school.
He lives in Salambue, Padang sidempuan. actually he was born in
riau, West Sumatra.

Yasir has fair skin and ~~wavy~~ wavy hair.
he is tall and he has well built body. she is sixteen years old.
the painted nose and rather small ears. And he has brown eye
with haevey eye brows.

Well, my dear yasir is an Wearing boy in his scaff black.
he likes wearing a cotten Jacket and a Tshirt. he always wants
to feel relaxed. he is neat and scaff.

4
3.
3
3
3
―――
16 = 80
――
20
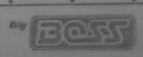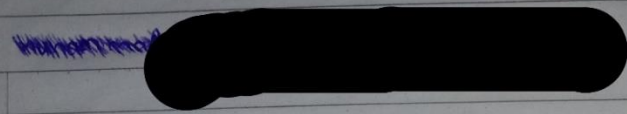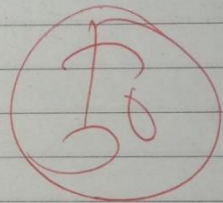
1   among my friends, I like farit the best. She is a model from Surabaya. now she is a student of State Senior High school 21 Surabaya. farit is the first 1) ana pr of mr fajar farid and mrs ana kaideng. Debby becomes a 2) model when she won the 3) campotion of Teengoge made 2005 and yTu jrang jrang 2004.

panyutan rambe

among my best friend, I like panyutan rambe the best.
ne is a student fram pagaran bilak we nant a schobl ise is
student in the boarding school darul iknias. panyutan is the selond.
of mr irame dim

$$\begin{array}{r} 2 \\ 2 \\ 1 \\ 3 \\ 2 \\ \hline 10 \quad \times 100 \\ \hline 20 \end{array}$$

( Identification )                    ( my Brodher )

(سريحى)

I have an older Brodher. Her name Is Syarif husein. I call her "Syarif". he war
bron In paraman the thrith of mei 2004. he is two years older than me.
Although thet He is very lov me. ?

( Description )

my Brodher is very hencem. He har black wavy hair. he is 190 cm.
her skin is woilh. my brodher is very intelligent. he also round eyes and
a pointed nose. people like to see her smile and taughter becaure he har
dimpled when sene smile

my brodher is very generous. she likes to buy me food.
he is very smart, fisika, kimia, and matematik.
he is an independent brodher. he has talented kaligrafi, reiding a
Al-Qur'an, and fowis he is very boutiful.
he never asks money to my parento because he works as a teacher tahfiz
~~my brodher Is a hard working person who adore so much~~
and business wonan

my brodher is a hard - working person who I adore so much.
and he is very love the my mammy. he is the type of older brodher
ho can be relied on.

$$\frac{\begin{array}{r}4\\3\\4\\3\end{array}}{\begin{array}{r}14\end{array}} \times 100 =$$

20

70

# MY SISTER.

IDENTICATION : I have an ~~older~~ younger Sister. Her name is Oktafani. I call her "Fani". ~~this~~ She was born in Padang Sidempuan, the 28 of ~~October~~ October 2009. She is two years younger than me. Although we are siblings, we have some different personalities.

Description : My Sister is pretty, calm, intelligent. She has black straight. She is 155 cm tall and has short legs. Her skin is fair because she (like) in the house (home). She also has cubby cheeks. Her face is small, with round eyes and a flat nose.

My sister is very talented. She likes sing, charming, and eat. She don't self-important and aggresive. She is ambitious and obstinate.

my sister is person sincere ~~to father, mother~~, love father, mother, and me. Yet sometime she can annoy me. She never clens me room because I am quite busy.

My sister is person the best who I adore so much. She is the type of older sister who can be relied on.

4
3 4
3
4
4
—
18 X/100
—
20

(90)

# MY BROTHER

I have an older brother. Her name is Ahmar. I call her bang Ahmar. he Was born in medan, the thrith of August 200~~0~~ he is ~~was~~ Seven years Older than me. Although we are siblings, ~~we~~ we have some different characteristics.

My Brother is handsome and he ~~is~~ Very Self-assured. he has black hair. he (is ?...(forget)) cm and has long legs. Her Skin is tanned because ~~the~~ he likes to travel. ~~She~~ he also has (tirus) cheeks. people like to see her smile and laugh ~~too~~ because he has dimpled when he smile.

my brother is Very Ambitious. and he likes to buy me novel. my brother school in Shoriatiyal malckah Since 2019.

Yet sometimes he Very obstinate > and bossy. he has hobby is sleep?

My brother is a Very Thrifty, and sometimes he Very-(Very) Dafti, Silly and foolish. but I'am Very ** love (he). 4 (85)

~~0~~4
3
4
2

17 ×100
~~100~~
20

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اللغة الأجنبية

( x )

## My Brother

identification I have an ~~older~~ younger brother. His name is Ibhnu. I call his "Ibhnu", he was born in Bagan batu, the thirth of juny 2010. he is four years younger than me. Although we are Siblings, We have some different Characteristic and personalities.

description My brother is handsome but he always denies it. he has brown short hair. he is 150 eat Cm tall and has short legs. His skin is tanned because he likes to play football. His face and is small, with round eyes and a pointed nose. People like to see his ~~talking~~ and smile because he kiss has personality extroverted and sociable.

my brother is very Thrifty. I like to buy him food and ask him to te cinema. he always calm with no matter what happend.

Yet sometimes he can annoy my mother. he rarely cleans his room because he is quite busy. she often sleeps alot on wekend due to his school shedule in the his boarding school wich is from monday to saturday.

my brother is a hard-study person who I adore somy much. he is the type of younger brother who can be relied on.

4
3  (95)
4
4
4
———
15 x 100
20
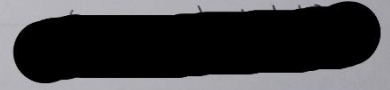
# APPENDIX 8

Documentation of Research

    1.  Documentation in Pre Test

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2. Documentation Post test

**APPENDIX 9**

1. RESULT OF TEST IN PRE-TEST

| KODE SISWA | NILAI |
|---|---|
| AHD | 80 |
| A | 70 |
| FHS | 38 |
| FRB | 60 |
| FHS | 69 |
| GPN | 56 |
| FRB | 38 |
| HB | 44 |
| HB | 56 |
| HS | 75 |
| MPR | 30 |
| MRJ | 50 |
| MSS | 81 |
| PPH | 75 |
| PA | 44 |
| RH | 38 |
| RH | 75 |
| RRHS | 56 |
| SP | 38 |
| SR | 40 |
| TN | 35 |
| TKH | 80 |
| TA | 65 |
| UAH | 50 |
| UK | 55 |
| VYA | 70 |
| W | 50 |
| WA | 55 |
| YAH | 80 |
| YA | 75 |
| | 1728 |

2. High Score = 81
   Low Score = 30
   Range      = 51

3. Total of Classes = 1 + (3.3) Log 30
                    = 5,9
                    = 6
4. Length of Classes = 51/6
                     = 8,68= 9
5. Mean

| INTERVAL | fi | xi | fi.xi |
|---|---|---|---|
| 30-38 | 6 | 34 | 294 |
| 39-47 | 3 | 43 | 129 |
| 48-56 | 8 | 52 | 416 |
| 57-65 | 2 | 61 | 122 |
| 66-74 | 3 | 70 | 210 |
| 75-83 | 8 | 79 | 632 |
| Jumlah | 30 | | 1728 |

Mean $= \dfrac{f_i . x_i}{f_i}$

$= \dfrac{1728}{30}$

$= 58$

6. Modus

| INTERVAL | fi | Xi | fi.xi | fb | fa |
|---|---|---|---|---|---|
| 30-38 | 6 | 34 | 294 | 29,5 | 38,5 |
| 39-47 | 3 | 43 | 129 | 38,5 | 47,5 |
| **48-56** | **8** | **52** | **416** | **47,5** | **56,5** |
| 57-65 | 2 | 61 | 122 | 56,5 | 65,5 |
| 66-74 | 3 | 70 | 210 | 65,5 | 74,5 |
| 75-83 | 8 | 79 | 632 | 74,5 | 83,5 |
| Jumlah | 30 | | 1728 | | |

Modus $= Tb + \dfrac{f_a}{f_{a+f_b}} . P$

$= 47,5 + \dfrac{56.5}{56.5+47.5} . 6$

$= 52,5$

7. Variants

| NAMA | NILAI | $X^2$ |
|------|-------|-------|
| AHD | 80 | 6400 |
| A | 70 | 4900 |
| FHS | 38 | 1444 |
| FRB | 60 | 3600 |
| FHS | 69 | 4761 |
| GPN | 56 | 3136 |
| FRB | 38 | 1444 |
| HB | 44 | 1936 |
| HB | 56 | 3136 |
| HS | 75 | 5625 |
| MPR | 30 | 900 |
| MRJ | 50 | 2500 |
| MSS | 81 | 6561 |
| PPH | 75 | 5625 |
| PA | 44 | 1936 |
| RH | 38 | 1444 |
| RH | 75 | 5625 |
| RRHS | 56 | 3136 |
| SP | 38 | 1444 |
| SR | 40 | 1600 |
| TN | 35 | 1225 |
| TKH | 80 | 6400 |
| TA | 65 | 4225 |
| UAH | 50 | 2500 |
| UK | 55 | 3025 |
| VYA | 70 | 4900 |
| W | 50 | 2500 |
| WA | 55 | 3025 |
| YAH | 80 | 6400 |
| YA | 75 | 5625 |
|  | 1728 | 106978 |

$$S^2 = 30.\frac{(106978)-(1728)^2}{30-(30-1)}$$

$$= 256,7$$

**APPENDIX 10**

2. Result Test in Post Test

| KODE SISWA | NILAI |
|---|---|
| AHD | 95 |
| A | 85 |
| FHS | 75 |
| FRB | 70 |
| FHS | 80 |
| GPN | 70 |
| FRB | 65 |
| HB | 85 |
| HB | 85 |
| HS | 75 |
| MPR | 70 |
| MRJ | 70 |
| MSS | 75 |
| PPH | 75 |
| PA | 70 |
| RH | 75 |
| RH | 65 |
| RRHS | 60 |
| SP | 65 |
| SR | 70 |
| TN | 65 |
| TKH | 80 |
| TA | 70 |
| UAH | 80 |
| UK | 60 |
| VYA | 80 |
| W | 85 |
| WA | 60 |
| YAH | 95 |
| YA | 75 |

2. High Score = 95

   Low Score = 60

   Range    = 35

3. Total of Classes = 1 + (3.3) Log 30

$$= 5,9$$
$$= 6$$

4. Length of Classes = 35 / 6 = 6

5. Mean

| INTERVAL | $f_i$ | xi |
|---|---|---|
| 60-65 | 7 | 57,5 |
| 66-71 | 7 | 68,5 |
| 72-77 | 6 | 74,5 |
| 78-83 | 4 | 80,5 |
| 84-89 | 4 | 86,5 |
| 90-95 | 2 | 92,5 |
|  | 30 |  |

Mean $= \dfrac{f_{i,x_i}}{f_i}$

$= \dfrac{2182}{30}$

$= 74,3$

6. Modus

| INTERVAL | $f_i$ | Fkum | xi | fixi | fb | fa |
|---|---|---|---|---|---|---|
| 60-65 | 7 | 7 | 57,5 | 402,5 | 59,5 | 65,5 |
| **66-71** | **7** | **14** | **68,5** | **479,5** | **65,5** | **71,5** |
| 72-77 | 6 | 20 | 74,5 | 447 | 71,5 | 77,5 |
| 78-83 | 4 | 24 | 80,5 | 322 | 77,5 | 83,5 |
| 84-89 | 4 | 28 | 86,5 | 346 | 83,5 | 89,5 |
| 90-95 | 2 | 30 | 92,5 | 185 | 89,5 | 95,5 |
|  | 30 |  |  | 2182 |  |  |

Modus $= Tb + \dfrac{f_a}{f_{a+f_b}} \cdot P$

$= 65,5 + \dfrac{71.5}{71.5+65.5} \cdot 6$

$= 70$

# APPENDIX 11

Calculation of Gain Score

| KODE SISWA | PRE TEST | POST TEST | POST TEST-PRETEST | SKOR IDEAL-PRE TEST | N GAIN SCORE | N GAIN SKOR |
|---|---|---|---|---|---|---|
| AHD | 80 | 95 | 15 | 20 | 0,75 | 75 |
| A | 70 | 85 | 15 | 30 | 0,75 | 75 |
| FHS | 38 | 75 | 37 | 62 | 1,85 | 185 |
| FRB | 60 | 70 | 10 | 40 | 0,5 | 50 |
| FHS | 69 | 80 | 11 | 31 | 0,55 | 55 |
| GPN | 56 | 70 | 14 | 44 | 0,7 | 70 |
| FRB | 38 | 65 | 27 | 62 | 1,35 | 135 |
| HB | 44 | 85 | 41 | 56 | 2,05 | 205 |
| HB | 56 | 85 | 29 | 44 | 1,45 | 145 |
| HS | 75 | 75 | 0 | 25 | 0 | 0 |
| MPR | 30 | 70 | 40 | 70 | 2 | 200 |
| MRJ | 50 | 70 | 20 | 50 | 1 | 100 |
| MSS | 81 | 75 | -6 | 19 | -0,3 | -30 |
| PPH | 75 | 75 | 0 | 25 | 0 | 0 |
| PA | 44 | 70 | 26 | 56 | 1,3 | 130 |
| RH | 38 | 75 | 37 | 62 | 1,85 | 185 |
| RH | 75 | 65 | -10 | 25 | -0,5 | -50 |
| RRHS | 56 | 60 | 4 | 44 | 0,2 | 20 |
| SP | 38 | 65 | 27 | 62 | 1,35 | 135 |
| SR | 40 | 70 | 30 | 60 | 1,5 | 150 |
| TN | 35 | 65 | 30 | 65 | 1,5 | 150 |
| TKH | 80 | 80 | 0 | 20 | 0 | 0 |
| TA | 65 | 70 | 5 | 35 | 0,25 | 25 |
| UAH | 50 | 80 | 30 | 50 | 1,5 | 150 |
| UK | 55 | 60 | 5 | 45 | 0,25 | 25 |
| VYA | 70 | 80 | 10 | 30 | 0,5 | 50 |
| W | 50 | 85 | 35 | 50 | 1,75 | 175 |
| WA | 55 | 60 | 5 | 45 | 0,25 | 25 |
| YAH | 80 | 95 | 15 | 20 | 0,75 | 75 |
| YA | 75 | 75 | 0 | 25 | 0 | 0 |
| JUMLAH | 1728 | 2230 | | | | |
| MEAN | 57,6 | 74,3 | | | 0,84 | |

RESULT OF NORMALITY IN PRE TEST

1. RESULT OF TEST IN PRE-TEST

| KODE SISWA | NILAI |
|---|---|
| AHD | 80 |
| A | 70 |
| FHS | 38 |
| FRB | 60 |
| FHS | 69 |
| GPN | 56 |
| FRB | 38 |
| HB | 44 |
| HB | 56 |
| HS | 75 |
| MPR | 30 |
| MPJ | 50 |
| MSS | 81 |
| PPH | 75 |
| PA | 44 |
| RH | 38 |
| RH | 75 |
| RRHS | 56 |
| SP | 38 |
| SR | 40 |
| TN | 35 |

| | |
|---|---|
| TKH | 80 |
| TA | 65 |
| UAH | 50 |
| UK | 55 |
| VYA | 70 |
| W | 50 |
| WA | 55 |
| YAH | 80 |
| YA | 75 |
| | 1728 |

2. High Score = 81
   Low Score = 30
   Range    = 51

3. Total of Classes = 1 + (3.3) Log 30
   = 5,9
   = 6

4. Length of Classes = 51/6
   = 8,68 = 9

| Interval | Frequency | xi | fi.xi | $x_i - \bar{x}$ | $(x_i - \bar{x})^2$ | $(fi.xi - (x_i - \bar{x}))^2$ |
|---|---|---|---|---|---|---|
| 30-38 | 6 | 49 | 294 | -11,1 | 123,21 | 6037,29 |
| 39-47 | 3 | 43 | 129 | -17,1 | 292,41 | 12573,63 |
| 48-56 | 8 | 52 | 416 | -8,1 | 65,61 | 3411,72 |
| 57-65 | 2 | 61 | 122 | 0,9 | 0,81 | 49,41 |
| 66-74 | 3 | 70 | 210 | 9,9 | 98,01 | 6860,7 |
| 75-83 | 8 | 79 | 632 | 18,9 | 357,21 | 28219,59 |
| | 30 | | 1803 | | | 57152,34 |

| interval | frequency | BATAS KELAS | | Z | | Table Z | | Pi | Ei | (oi-Ei)^2/Ei |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Bawah | atas | Bawah | atas | bawah | atas | proporsi | ekspektasi | |
| 30-38 | 6 | 29,5 | 37,5 | 0,701075912 | - 36,12305 | 0,241628 | 0,595466 | 0,353838 | 10,615137 | 2,006520407 |
| 39-47 | 3 | 38,5 | 46,5 | 0,494877114 | - 45,12305 | 0,310343 | 0,62185 | 0,311507 | 9,3451999 | 3,30826181 |
| 48-56 | 8 | 47,5 | 55,5 | 0,288678317 | - 54,12305 | 0,386414 | 0,650405 | 0,263991 | 7,9197329 | 0,000813513 |
| 57-65 | 2 | 56,5 | 64,5 | 0,082479519 | 63,12305 | 0,467133 | 0,679798 | 0,212665 | 6,3799449 | 0,006909524 |
| 66-74 | 3 | 65,5 | 73,5 | 0,123719279 | 72,12305 | 0,549231 | 0,708577 | 0,159345 | 4,7803615 | 0,66306433 |
| 75-83 | 8 | 74,5 | 82,5 | 0,329918076 | 81,12305 | 0,629269 | 0,735414 | 0,106144 | 3,1843342 | 0,282727175 |
| | 30 | | | | | | | | | 5,26829613 |

Based on the calculation of the data above, the researcher foun $x^2$ count is 5.2 while x table is 7.8 cause $x^2$ count < x table ( 5.2 < 7.8 ) with degree of freedom dk=6-3=3 and significancy 0.05 of data pre test is normal.

APPENDIX 13

RESULT OF NORMALITY IN POST TEST

2. Result Test in Post Test

| KODE SISWA | NILAI |
|------------|-------|
| AHD | 95 |
| A | 85 |
| FHS | 75 |
| FRB | 70 |
| FHS | 80 |
| GPN | 70 |
| FRB | 65 |
| HB | 85 |
| HB | 85 |
| HS | 75 |
| MPR | 70 |
| MRJ | 70 |
| MSS | 75 |
| PPH | 75 |
| PA | 70 |
| RH | 75 |
| RH | 65 |
| RRHS | 60 |
| SP | 65 |
| SR | 70 |
| TN | 65 |
| TKH | 80 |

| TA | 70 |
|---|---|
| UAH | 80 |
| UK | 60 |
| VYA | 80 |
| W | 85 |
| WA | 60 |
| YAH | 95 |
| YA | 75 |

2. High Score = 95

Low Score = 60

Range = 35

3. Total of Classes = 1 + (3.3) Log 30

$$= 5,9$$
$$= 6$$

4. Length of Classes = 35 / 6 = 6

5 . Mean

| INTERVAL | $f_i$ | xi |
|---|---|---|
| 60-65 | 7 | 57,5 |
| 66-71 | 7 | 68,5 |
| 72-77 | 6 | 74,5 |
| 78-83 | 4 | 80,5 |
| 84-89 | 4 | 86,5 |
| 90-95 | 2 | 92,5 |
| | 30 | |

$$\text{Mean} = \frac{f_{i.xi}}{f_i}$$
$$= \frac{2182}{30}$$
$$= 74,3$$

6. Modus

| INTERVAL | $f_i$ | Fkum | xi | fixi | fb | fa |
|---|---|---|---|---|---|---|
| 60-65 | 7 | 7 | 57,5 | 402,5 | 59,5 | 65,5 |
| 66-71 | 7 | 14 | 68,5 | 479,5 | 65,5 | 71,5 |
| 72-77 | 6 | 20 | 74,5 | 447 | 71,5 | 77,5 |
| 78-83 | 4 | 24 | 80,5 | 322 | 77,5 | 83,5 |
| 84-89 | 4 | 28 | 86,5 | 346 | 83,5 | 89,5 |
| 90-95 | 2 | 30 | 92,5 | 185 | 89,5 | 95,5 |
| | 30 | | | 2182 | | |

$$Modus = Tb + \frac{fa}{f_a + f_b} \cdot P$$

$$= 65,5 + \frac{71,5}{71,5 + 65,5} \cdot 6$$

$$= 70$$

| INTERVAL | FREQUENCY | xi | fi.xi | $x_i - \bar{x}$ | $(x_i - \bar{x})^2$ | $(fi.xi-(x_i - \bar{x})^2)$ |
|---|---|---|---|---|---|---|
| 60-65 | 7 | 57,5 | 402,5 | -15,2333 | 232,0544 | 1624,3811 |
| 66-71 | 7 | 68,5 | 479,5 | -4,23333 | 17,92111 | 125,44778 |
| 72-77 | 6 | 74,5 | 447 | 1,766667 | 3,121111 | 18,726667 |
| 78-83 | 4 | 80,5 | 322 | 7,766667 | 60,32111 | 241,28444 |
| 84-89 | 4 | 86,5 | 346 | 13,76667 | 189,5211 | 758,08444 |
| 90-95 | 2 | 92,5 | 185 | 19,76667 | 390,7211 | 781,44222 |
| | 30 | | 2182 | | | 3549,3667 |

| INTERVAL | OI | BATAS KELAS | | Z | | TABLE Z | | PROPORSI | EKPEKTASI | (oi-ei)^2/ei |
|---|---|---|---|---|---|---|---|---|---|---|
| | | BAWAH | ATAS | BAWAH | ATAS | BAWAH | ATAS | Pi | Ei | |
| 60-65 | 7 | 59,5 | 65,5 | 52,81319 | 58,81319 | 0,241628 | 0,59547 | 0,353838 | 10,61514 | 1,2311884 |
| 66-71 | 7 | 65,5 | 71,5 | 58,81319 | 64,81319 | 0,310343 | 0,534267 | 0,223924 | 6,717726 | 0,01186095 |
| 72-77 | 6 | 71,5 | 77,5 | 64,81319 | 70,81319 | 0,386414 | 0,736428 | 0,350014 | 10,50042 | 1,92885429 |
| 78-83 | 4 | 77,5 | 83,5 | 70,81319 | 76,81319 | 0,467133 | 0,735393 | 0,26826 | 8,0478 | 2,03592098 |
| 84-89 | 4 | 83,5 | 89,5 | 76,81319 | 82,81319 | 0,549231 | 0,736528 | 0,187297 | 5,61891 | 0,46643737 |
| 90-95 | 2 | 89,5 | 95,5 | 82,81319 | 88,81319 | 0,629269 | 0,736353 | 0,107084 | 3,212511 | 0,45764292 |
| | | | | | | | | | | 6,13190491 |

Based on the calculation of the data above, the researcher foun $x^2$ count is 6.1 while x table is 7.8 cause $x^2$ count < x table ( 6.1 < 7.8) with degree of freedom dk=6-3=3 and significancy 0.05 of data pre test is normal.

# APPENDIX 14

Calculation of Hypothesis

| PRE TEST (xi) | POST TEST (xj) | (xj-xi) | D | (xj-xi)-D | (xj-xi-D)² |
|---|---|---|---|---|---|
| 80 | 95 | 15 | 16,7 | -1,7 | 2,89 |
| 70 | 85 | 15 | 16,7 | -1,7 | 2,89 |
| 38 | 75 | 37 | 16,7 | 20,3 | 412,09 |
| 60 | 70 | 10 | 16,7 | -6,7 | 44,89 |
| 69 | 80 | 11 | 16,7 | -5,7 | 32,49 |
| 56 | 70 | 14 | 16,7 | -2,7 | 7,29 |
| 38 | 65 | 27 | 16,7 | 10,3 | 106,09 |
| 44 | 85 | 41 | 16,7 | 24,3 | 590,49 |
| 56 | 85 | 29 | 16,7 | 12,3 | 151,29 |
| 75 | 75 | 0 | 16,7 | -16,7 | 278,89 |
| 30 | 70 | 40 | 16,7 | 23,3 | 542,89 |
| 50 | 70 | 20 | 16,7 | 3,3 | 10,89 |
| 81 | 75 | -6 | 16,7 | -22,7 | 515,29 |
| 75 | 75 | 0 | 16,7 | -16,7 | 278,89 |
| 44 | 70 | 26 | 16,7 | 9,3 | 86,49 |
| 38 | 75 | 37 | 16,7 | 20,3 | 412,09 |
| 75 | 65 | -10 | 16,7 | -26,7 | 712,89 |
| 56 | 60 | 4 | 16,7 | -12,7 | 161,29 |
| 38 | 65 | 27 | 16,7 | 10,3 | 106,09 |
| 40 | 70 | 30 | 16,7 | 13,3 | 176,89 |
| 35 | 65 | 30 | 16,7 | 13,3 | 176,89 |
| 80 | 80 | 0 | 16,7 | -16,7 | 278,89 |
| 65 | 70 | 5 | 16,7 | -11,7 | 136,89 |
| 50 | 80 | 30 | 16,7 | 13,3 | 176,89 |
| 55 | 60 | 5 | 16,7 | -11,7 | 136,89 |
| 70 | 80 | 10 | 16,7 | -6,7 | 44,89 |
| 50 | 85 | 35 | 16,7 | 18,3 | 334,89 |
| 55 | 60 | 5 | 16,7 | -11,7 | 136,89 |
| 80 | 95 | 15 | 16,7 | -1,7 | 2,89 |
| 75 | 75 | 0 | 16,7 | -16,7 | 278,89 |

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

$$\bar{\bar{D}} = \frac{502}{30} = 16.7$$

$$S^2 \ (Variant) = \frac{1}{n-1}\sum_{i=1}^{n}((x_i - x_i) - \overline{D})^2$$

$$= \frac{1}{29}(6337.9)$$

$$= 218.5$$

$$SD = \sqrt{Variant}$$

$$= \sqrt{218,5}$$

$$= 14.7$$

$$t = \frac{16,7}{\frac{14,7}{\sqrt{30}}}$$

$$= \frac{16,7}{5,4}$$

$$= 3.09$$

$$S^2 = \frac{\sum x_i^2 (\sum x_i)2}{n(n-1)} S^2 = 30.\frac{(168300)-(2225)^2}{30-(30-1)}$$

$$= 81.2$$

# CURRICULUM VITAE



A. Identity

| | | |
|---|---|---|
| Name | : Saddia Ansari Siregar |
| Reg. No | : 1920300035 |
| Place/Birth | : Gondang Lumayang, 3 rd of Agustus 2001 |
| Religion | : Islam |
| Address | : Kelurahan Lembah Lubuk Manik  Kec. |
| | Padangsidimpuan Hutaimbaru. |

B. Parents

| | |
|---|---|
| Father's Name | : Musa Siregar |
| Mother's Name | : Maslina Harahap |

C. Educational Background

1. Elementary School : SDN. 200403 Siharangkarang

2. Junior High School : MTs.S. Darul Ikhlas Padangsidimpuan

3. Senior High School : MAS. Darul Ikhlas  Padangsidimpuan

4. University : UIN Syek Ali Hasan Ahmad Addary

   Padangsidimpuan

Nomor    : B/495/Un.28/E.1/TL.00/03/2023          29 Maret 2023
Lampiran :
Prihal   : Izin Riset Skripsi

**Yth. Kepala X MAS Darul Ikhlas Padangsidimpuan**

Dengan hormat, bersama ini kami sampaikan bahwa :

| | |
|---|---|
| Nama | : Saddia Ansari Siregar |
| NIM | : 1920300035 |
| Program Studi | : Tadris Bahasa Inggris |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Alamat | : Desa Gondang Lumayang |

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Suggestopedia Method in Writing Describtive Text of Student Grade X MAS Darul Ikhlas Padangsidimpuan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yilianti Syafrida Siregar, S.Psi, MA
NIP. 19801224 200604 2 001

**YAYASAN AL IKHLAS HAJI ABDUL MANAP SIREGAR**
**MADRASAH ALIYAH SWASTA DARUL IKHLAS H. ABD. MANAP SIREGAR**
Jln.H.T.Rizal Nurdin Km. 10 Kota Padangsidimpuan
Izin Operasional : Kanwil Kemenag Prov.SU No:1056 Tahun 2014

NPSN.69881402

NSM.131212770007

Nomor : 23 .008/MAS.DI HAMAS/04/2023        Padang Sidempuan, 08 April 2023
Lampiran : -
Hal : Balasan

Kepada YTh;

Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidempuan
di-

Tempat

Assalamu alaikum WR.Wb

Sehubungan dengan Surat Nomor: B-1495/Un.28/AL/TL.00/03/2023, hal Izin Riset Skripsi. Maka dengan ini kami memberikan **izin** kepada Mahasiswa yang namanya tercantum di bawah ini sebagai berikut:

Nama : SADDIA ANSARI SIREGAR
NIM : 1920300035
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk melaksanakan Riset Skripsi dengan judul *"The Effect of Suggestopedia Method in Writing Descriptive Text of Student Grade X MAS Darul Ikhlas Padangsidimpuan"*.

Demikianlah kami sampaikan atas kerja sama yang baik diucapkan terima kasih.

Kepala Madrasah

SYARIFUDDIN, S.Pd

Nomor : **B 3110 /In.14/E.1/PP.009/10/2022** *17* **Oktober 2022**
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Kepada Yth:
1. **Rayendriani Fahmei Lubis, M.Ag.** (Pembimbing I)
2. **Yusni Sinaga, M.Hum.** (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut :

Nama : SADDIA ANSARI SIREGAR
NIM : 19 203 00035
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Suggestopedia Method in Writing Describtive Text of Student Grade X MAS. Darul Ikhlas Padangsidimpuan.**

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Dr. Hi. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19800413 200604 2 001

Ketua Program Studi TBI

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004