

The Effect of Suggestopedia Learning Method on Descriptions Writing Skills of Fourth Grade Elementary Pupils

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ABSTRACT

This research aims to determine 1) the student's writing skill differences while using Suggestopedia and Direct method, 2) the student's descriptive writing skills differences based on the learning motivation either high or low, 3) interaction between the teaching method and the pupils learning motivation. This research used a quasi-experimental method. The sampling technique is a two-stage sampling. The samples amounted to 5 from 5 elementary schools, each one located in one district. The data set model has been tested using *Lilliefors* test for the normality, *Barlett* test for the homogeneity. ANOVA Two Ways was used for the data analysis, and the test on the measuring its effectiveness uses Scheffé's. Based on the data analysis, the results obtained were a $F_{obs}(A)$ of 33.0072 and an $F_{table}(A)$ of 3.931; a $F_{obs}(B)$ of 22.0552 and $F_{table}(B)$ of 3.931; and a $F_{obs}(AB)$ of 4.2518 and $F_{table}(AB)$ of 3.931 until $F_{obs} > F_{table}$ the following H_0A , H_0B , H_0AB are rejected. The conclusion of this research is that the teaching method and the learning motivation have an effect on the descriptive writing skills. There is an interaction between the learning motivation and the learning skills.

Keywords: Suggestopedia method, direct method, motivation to learn, description write.

1 INTRODUCTION

The role of the subjects of Indonesian language in elementary or primary school is expected to develop the potential of the students in accordance to their ability, needs and interests and also to foster an appreciation of literary and intellectual works result of their own nation. Authorship description is a form of composition that depicts something in accordance to the real situation, so the reader imagine (see, hear, smell, and taste) what the author describes that suit the imagination of the author. Therefore writing a description is not easy, because in the descriptive essay student must redact a bouquet of information so that the readers can imagine what the students wrote.

Students may face difficulty writing a descriptive text according to Rostami, A., & Hoveidi, A (2014: 301) in the International Journal of Language Learning and Applied Linguistics World (IJLLALW) occurred because only some of the structures and the methods to write a descriptive text are explained by the teacher and are not detailed thus became discouraged and get bored of writing. The finding about the low skill of writing a description of fourth grade students experienced in Surakarta on research in the academic year 2015/2016 Semester 1 in the 5 districts in Surakarta City that 27.3% of students are still under KKM (K.K.M. standard <70) and the average value is only 72.8 for the descriptive writing skills.

Supported by Andayani opinions (2015: 30) teachers must sought the apprenticeship of writing in elementary schools in order for the student to like writing.

This can be accomplished when the teachers mastered the material, the pedagogic method and the application various teaching methods of writing. The problem that cause the lacks of skill in descriptive writing is mainly the descriptive essay and the factor that affect the fruitfulness of student is the motivation to learn.

The learning motivation according to Gandhi (2014: 10) in the *International Journal of Innovative Research and Studies*, most of language teachers are using motivation to improve teaching in classes and substitute other inherent intellectual interest. Ostrof (2013: 11) argues that the stimulus of motivation in apprenticeship are the renewal, change and excitement, the brain has evolved to remember new or unforeseen events. This motivation is related to the uses of varied method, so that the students will be more motivated to follow teaching.

It takes a teaching innovation to solve the above problems. Reshaping the teaching methods is one of these innovation. Through this study, researchers conducted a renewal in the apprenticeship in descriptive writing skills that is through the alternative teaching methods Suggestopedia as writing essays description. Suggestopedia methods here is giving suggestions that stimulate the imagination of the students through the wave development of the song that been played. Through Suggestopedia method that using song will give comfort to the students, according to Selva (2015: 136) in the *International Multidisciplinary Research Journal*, so learners can enjoy an innovative methods like Suggestopedia while learning languages. The main purpose such socialization is to eliminate all shyness of students, where it last can enjoy the simplicity of learning languages. On the other hand, making students more attracted with the songs that are used in classrooms so that the class become more attractive.

Suggestopedia methods provide a lots of fun while learning so that student will understand easily the material that being taught, as Wicaksono and Roza (2015: 78) explained 1) give tranquility and relaxation, 2) pleasant or uplifting, 3) speed up the learning process, 4) emphasis with the development of proficiency that create an comfortable atmosphere of apprenticeship of writing skill by giving positive suggestion from the teachers and through songs to stimulate the imagination of the students.

Based on the back grounded problems cited above, the authors are interested to do the research with the following title: “Suggestopedia Teaching Method effect to Descriptive Writing Skills in term and the Motivation” (Experimental research with fourth grade students of Public Elementary Schools in Surakarta city, academic year 2015/2016).

2 METHODOLOGY

The method used is a quasi-experimental research method because researcher cannot control all the variable. The design de used in this study is a 2x2 factorial design with a view to determine the effect of two independent variable and dependent variable.

The experiment research was conducted in Elementary schools in Surakarta. The implementation began on February 2016 until October 2016. This research used a quasi-experimental methods because researcher cannot control all of the variable that exist. The design used in this research is the Control Group Pre-test Post-test.

The population in this study are all the Public Elementary Schools in Surakarta

during the academic year 2015/2016 that amount to 217 Public Primary schools with a number of student up to 6944. The samples are the student in fourth grade of five Public Elementary Schools located in five districts where the research will be conducted, which is the Jebres, Yosodipuro, Banjarsari, Laweyan, Kliwon and Serengan Districts.

The sampling used a two-stage random sampling technique, because samples was selected by samples groups and then the element was selected from each groups. From all of the Elementary schools in Surakarta of each districts has been drawn one, drawn randomly three time out of five schools to determine the control group, the experimental group, and a group of test instruments.

There are three stage of data analysis in this study that are: Prerequisite test, balance test, hypothesis test. Prerequisite test consist testing the normality and the homogeneity, for the normality test Lilliefors test was used to determine if the sample were either from an normally distributed population or not, at the meantime for the homogeneity Bartlett test was used to determine if the population either has equal variance or not. The data analysis used during this research is a two-way variance also called ANOVA with a significance level of 0.005. In the data analysis used Anava techniques because it can be used to test the mean of more than two data. The advanced Anava data analysis test used is Scheffé's test to see the effects of much more better treatment.

3 RESULTS

Two-way analysis of variance with different cell

Source	JK	dK	RK	F _{obs}	F _{table}	Test
Teaching Method (A)	1439,02416	1	1439,02416	33,0072	3,931	H ₀ rejected
Learning Motivation (B)	961,5493	1	961,5493	22,0552	3,931	H ₀ rejected
Interaction (AB)	185,365824	1	185,365824	4,2518	3,931	H ₀ rejected
Error	4882,903	112	43,5973			
Total	7468,84228	115				

After having obtained of ANOVA two-way test the next steps is multiple comparison test. The multiple comparison test aims to track the average differences between each column and row with cells. Because all three null hypotheses are rejected, thus the multiple comparison test is conducted on the third hypothesis.

Average Value of descriptive writing skills of Each Cell

Learning Motivation	Teaching Method		Marginal Mean
	Suggestopedia	Direct	
High	88,0625	79,73077	84,32759
Low	78,4375	75,19231	76,98276
Marginal Mean	83,25	77,4615	

a. Column Comparison:

Summary Comparison of Inter Column Mean

H ₀	F _{obs}	F _{0,05;1,112}	Test Conclusion
$\mu_1 = \mu_2$	22,04968	3,931	H ₀ rejected

b. Row comparison :

Summary Comparison of Inter Row Mean

	F _{obs}	F _{0,05;1,112}	Test Conclusion
$\mu_1. = \mu_2.$	35,883	3,931	H ₀ rejected

c. Mean Comparison Between Cells:

1) Mean comparison between cell on the same column:

Summary Comparison of Mean Inter-Cell on Same Column

H ₀	F _{obs}	F _{0,05;3,112}	Test Conclusion
$\mu_{11} \text{ vs } \mu_{12}$	33,9905	8,073	H ₀ rejected
$\mu_{21} \text{ vs } \mu_{22}$	11,674	8,073	H ₀ rejected

2) Mean comparison between cell on the same row

Summary Comparison of Mean Inter-Cell on Same Column

	F _{obs}	F _{0,05;3,112}	Test Conclusion
$\mu_{11} \text{ vs } \mu_{21}$	22,8406	8,073	H ₀ rejected
$\mu_{12} \text{ vs } \mu_{22}$	3,4651	8,073	H ₀ accepted

4 DISCUSSION

4.1 First Hypothesis

The first hypothesis is that Suggestopedia teaching method generate better description writing skills than those been subjects to Direct teaching method learning. Based on the research result, there is a difference in descriptive writing skill with student that been subjected to Suggestopedia teaching method and to Direct teaching method. After a mean comparison test between columns resulted that the descriptive writing skill of student that been subjected to Suggestopedia teaching method perform better compared to Direct teaching methods. This study shows Suggestopedia teaching method is easier to assimilate and understood by students, Suggestions and playback song are stimulating and conditioning a spontaneous positive response.

According to Wicaksono and Rosa (2015: 208) Suggestopedia method is a method that is based on modern understanding of how the human brain works and how we will learn effectively, it can three more faster than conventional methods. In accordance with

the research of Elfiza (2014: 185) that Suggestopedia teaching methods have positive effect to the learning process.

4.2 Second Hypothesis

The first hypothesis is that a high motivation compared to low motivation to learn is producing a better descriptive writing skills. Based on the research results, there are differences in the descriptive writing skill of student that have high motivation compared to those with low motivation to learn. The mean comparison test results shows that descriptive writing skill of student who have high motivation to learn have better writing skill than students with low motivation. The finding above are in accordance with the research of Warsito (2009) that is arguing that the more is the higher is the motivation to learn of students, the better is writing skill. The inference is explaining that students' writing skills has always been associate with the motivation of the students. The learning motivation of student become booster in the learning activities, including the apprenticeship of writing.

4.3 Third Hypothesis

There are differences of student writing skill that were subjected to Suggestopedia and Direct teaching method in each category of motivation. Based on the multiple comparison test of cell in the first column, the writing skills the student are higher when they are subjected to subjected to Suggestopedia teaching method and at the mean time having a high motivation in contrary to those with low motivation. This found that method Suggestopedia help students to concentrate and unwittingly learner will acquire as much linguistic rules and vocabularies as ever been taught. Beside relaxation Suggestopedia method will help students to concentrate and also help to open their subconscious to acquire and master more vocabulary and structure that they already thought. The finding above is in accordance with Selva (2015: 136) on the International Multidisciplinary Research Journal, learners enjoy the innovative method that is Suggestopedia in language apprenticeship. The main objective of this approaches is to remove the student's fears and how easy it is to learn languages. On the other hand, with the music that is used in class the student can have fun. Senanda and Hamdani (2014: 290) motivation is generated, improved and maintained by conditions, such as presentation one of the lesson by the teacher by using the right method. So the Suggestopedia method foster the student's motivation.

Based on multiple comparison test cells in the second column, the descriptive writing skill of students that are subject to direct teaching method and that also have an high level of motivation are better performances than those with low level of motivation. The result discovered above is in accordance with Kouchak (2012: 361) arguing that the advantage of direct method is that it is improving the motivation of students to find or to create high quality examples that will help to develop a conceptual foundation toward skill that will be applied and effective while teaching the diverse background. So basically student who already have a high motivation will have courage and the willingness to learn and the result will be better that student who have a low learning motivation.

Based on the multiple comparison test between cells in the first row, the writing skill the writing skills of students who are subject description Suggestopedia learning method that has a high motivation to learn are better than students who are subject

to direct learning method that has a high motivation to learn. Suggestopedia is a novelty in term of teaching writing skill that foster student motivation, while direct teaching method are often used and very familiar to student because the often usage. In line with Suyno and Hriyanto (2015: 129-130) arguing that actually Direct teaching method is based on teachers, as a method of learning oriented and structured by the teachers and basically the teachers transform knowledge and skill directly to the students. So that students with high motivation are more optimal in writing and description for who were subjected to Suggestopedia method compared to students who were subjected to Direct teaching methods.

Based on the multiple comparison test of cells in second row, the descriptive writing skill of student who are subjected to Suggestopedia learning method that has low learning motivation and students who were subjected to Direct learning method that also has low learning motivation is the same. Based on the above description and explanation, the finding in this study reinforce the theory that Suggestopedia method has proven to have significant effect on descriptive writing skills and also the learning motivation of the students.

Thus generally the Suggestopedia learning method is better than Direct learning method by influencing the descriptive writing skill and the most effective is Suggestopedia with a high Learning motivation.

5 CONCLUSION

Based on the analysis that has been presented in chapter V, can be drawn the conclusion that the fourth grade students of Public Elementary School in Surakarta, as following:

1. descriptive writing skill of student who are taught using Suggestopedia learning methods is better than students who are taught using Direct Learning method.
2. descriptive writing skill of student who have a high motivation to learn is better than students who have low learning motivation.
3. There is interaction between teaching methods and students` motivation that are influencing the descriptive writing skill.

After a Post-Anava analysis, the result shows that Suggestopedia learning method is better compared to Direct Learning method, for students have a high motivation to learn as well as the students who have low learning motivation. It can be concluded that there is no interaction between teaching methods and learning motivation. This indicates that the achievement of description writing skills is greatly influenced by the methods employed by the teachers and students' motivation.

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