

THE APPLICATION OF SUGGESTOPEDIA METHOD IN LEARNING WRITING

By Teti Sobari

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Abstract

This study focuses on aspects of students' ability in writing through the use of suggestopedia. The formulation of the problem involves: Does suggestive method improve students' writing ability? Is it effective in learning to write? The research method used is descriptive method and the technique used is observation and test. The results showed that suggestive method is effective used in learning to write in class X SMK. It can be seen from students' responses toward the teaching learning process. They are enthusiastic, because they can write based on the structure and linguistic rules. The result of the analysis shows that learning writing by using suggestive method can increase students' ability. It is shown from the meanscore of pretest (before using suggestopedia method) is 53,93. While the meanscore of posttest has increased, it is 87.57. Thus, suggestive method is effective used in learning writing at class X students of SMK.

Keywords: suggestive method; learning writing

INTRODUCTION

The success of learning is not only determined by the complete facilities and infrastructure, but also by the teachers' skills in selecting and using effective and efficient learning methods, techniques or models.

The use of model is a teacher strategy in delivering learning materials. It will make the students get the ease of receiving materials and information in teaching and learning activities. In this case the authors want to find the suitable methods, techniques or models that are effective and efficient in improving students' writing ability

Learning writing skills is an activity that involves students in bridging their minds with readers in written form. Writing activities requires consistent activity to move the writing muscles on a continuous basis. This is in line with the opinion of Dewi Lestari that the success of writing should be supported by the consistency of authors of writing. Meanwhile, according to Ahmad Fuadi that a writer needs to write muscles that must be continuously trained.

In relation to writing learning, a contemporary learning model is required. The condition of writing learning in schools still finds many obstacles. These constraints include students' expressing difficulty in writing. In addition, writing learning is not able to improve students in writing. This is in line with Kellog (2008: 1-2) that learning to write coherent and effective text is a difficult achievement. In line with that Rijlaarsdam (2008: 1-2) explained that the difficulty of writing arises because there is a change in the way of viewpoints that is the change of language as a means of mobile communication with learning the language as a system to the improvement in language as a communicative situation.

Sobari (2012: 1) states that writing and thinking are very closely intertwined, writing is a process of communication activity that can foster ideas and thoughts that will be poured in writing.

Based on the above problem, it is needed a necessary method that can bridge the difficulties of students, one of them is by suggestive method.

The formulation of this research problem is "Is the suggestion method can improve students' ability in writing? It is effective used in learning to write?"

The purpose of this study is to know the improvement of students' ability in writing through suggestive methods and knowing the effectiveness of suggestive methods in learning to write.

Writing is an integral part of the language learning process. Writing is also one of the language skills that are productive or produce a work in the form of writing. By writing a person can express thoughts, ideas to achieve his goals.

Semi (2007: 14) suggests that writing is a creative activity of conveying ideas about written symbols. Similarly, Tarigan (2009: 3) said that writing is a language skill that is used to communicate indirectly, not face to face with others. Based on the above opinion, it can be concluded that writing is a creative process of moving or expressing ideas and thoughts to achieve the goal into the symbol of writing systematically so that others can read and understand the explicit language.

Tarigan (2008:23) mentions that they are several purposes of writing as follows:

- 1) Inform or teach
- 2) Be assured or urgent
- 3) Entertaining or fun
- 4) Delivering feelings.

According to Amir (2010: 13) the method of learning is the way used to implement the plan that has been prepared for the form of real and practical activities to achieve learning objectives.

With regard to the above problems, it is necessary to find a method that can bridge the difficulties in the students, one of them is by Sugestopedia method.

Suggestopedia is a special set of recommendations derived from Sugestology ie. the field of science that examines the effect that does not make sense (Stevick, 1976: 42) in Tarigan (2009: 89). Suggestopedia tries to divert that influences by optimizing existing capabilities.

It is a suitable method of writing activities. By using suggestive method, the teacher must be able to create suggestion of learners so that learning writing will be more effective and the learners get in receiving learning materials.

The behavior of teachers supporting the successful presentation of suggestive material, showing full confidence in suggestive methods. It is not easy to settle for manners and how to dress, organize and carefully monitor the early stages of the learning process, be serious about practice, make tests and be wise in the face of unfavorable results and more emphasis on global attitudes than analytical attitudes to matter and showing and maintaining polite enthusiasm (Tarigan, 2009: 103).

Lazanov gives the philosophy of suggestopedia: (i) learning involves the function of unconsciousness and consciousness. (ii) people can learn faster than normal. (iii) barriers to learning norms and restrictions on no harmony of laziness. (iv) eliminate the rigidly destructive norms.(v) eliminating tense stress. (6) avoid introduction to limiting norms and tension barriers (Tarigan, 2009: 111). The Advantages of the Sugestopedia Method are to emphasize the development of language proficiency, accelerate the learning process which is fun or exciting and giving calm and relaxation (Tarigan, 2009: 162). The disadvantages of suggestive methods is it can only be used for small groups.

The characteristics of implementation of teaching suggestion (Tarigan, 2009: 89) are decorating the classroom, supporting tools and learning media.

METHOD

The research method used is descriptive method that is research method aimed to describe phenomenon, subject or existing incident, whether natural or human engineering. This study examines the forms of activities, characteristics, changes, relationships, similarities, and differences with other phenomena (Sukmadinata, 2008: 72). The research technique used is observation and test. The subjects of the research were SMK class X.

RESULT AND DISCUSSION

The learning of writing using the suggestive method was carried out in three meetings with the following learning steps.

Before the meeting of learning to write with suggestive method implemented

- 1) The first meeting, learning begin by conveying the learning objectives.
Furthermore, teachers do reflection by asking about the material that has

been given at the previous meeting. After that, the teacher explains about the material that students must understand. Students listen attentively until they do question and answer and understand all material about writing text. The material includes the structure of the text and the linguistic features of the exposition text.

- 2) The second meeting begins by doing the response of the exposition texts already delivered at the first meeting. Students then hold group discussions to reinforce material expositions. After group discussion, it continued with the exposure to each group by giving exposition texts and examples of expository text.
- 3) In the third meeting, all students produce an expository text individually.

Data processing is done by calculating the average result of initial test and final test result. Based on the analysis of structural aspects and language characteristics of exposition text. Table 1 is a recapitulation of preliminary test results and the final test of expository text writing

Table 1

No	Test	Means		Means
		Structure	Language features	
1	Preetest	32,64	21,29	53,93
2	Posttest	45,77	41,8	87,57
	Gain	13,13	20,51	33,64

The students' final test results to show an improvement compared to the initial test results. The mean score of pretest was 53.93 and the posttest was 87.57. This shows the treatment that the author gave to the students was success.

Results of pretest data and posttest data are normally distributed. The hypothesis that the authors propose to this study can be accepted based on the significance test, because there is a significant increase in the value of posttest obtained by the students.

When viewed from the situation and condition at the start of learning, most students that do not understand, finally they understand it. Although students feel confused with writing because of lack of understanding the structure and rules of language, but after being given treatment and discussion about the structure and rules of language in writing, the students can write well and precisely.

This is evident from the end or after the treatment is given, a final test is obtained with an average of 87.57 and ultimately students can write according to their knowledge. It can be implemented effectively and students are very enthusiastic and motivated, by showing the value of student activity that continues to increase.

Students' success depends on many factors. Good learning techniques are not necessarily producing good results, if not supported by the skills of teachers that act as a director in front of the class. The same will happen if the students in the class do not respond to the things the teacher has to say.

The accuracy of the use of learning techniques affects the learning outcomes. Learning techniques that the author did in this research would be a useful way for educational practitioners that pay attention to the success of their students.

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CONCLUSION

Based on the results of the research, it can be concluded that suggestopedia method is effective in learning writing. This can be seen from students' responses. They become enthusiastic, because they can write based on the structure and linguistic rules; and secondly, the results of the analysis show that learning to write using suggestive method can improve students' writing skill. It is shown by the meanscore of pretest 53,93 and posttest is 87.57. Thus suggestive method can improve the students' writing ability in class X SMK.

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