The Impact Of Suggestopedia Method On Students' Writing Achievement: A Gender-Based Analysis

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Abstrak

Enhancing students' writing skills is a crucial aspect of quality learning. The primary objective of this quasi-experimental study is to examine the impact of the suggestopedia method in contrast to traditional instructional approaches, while also assessing the influence of gender on students' writing achievement and the potential interaction between instructional approach and gender. The study took place at SMAN 1 Nganjuk, with the participation of 36 students in the experimental group and 35 students in the control group. Among the participants, there were 58 female students and 18 male students. Data analysis using SPSS revealed a significant difference in average scores, with the experimental class averaging 83.34 and the control class averaging 79.41, resulting in a mean difference of 3.93. The significance level of .05 indicated that the suggestopedia method was more effective than the conventional approach. Moreover, when considering the entire cohort of 53 female and 18 male students, a significant difference of 6.13 or approximately 7.98% was observed, favoring female students' writing performance. However, the analysis of variance demonstrated a significance value of 0.551, which exceeds the 0.05 threshold, leading to the conclusion, that the findings indicate a lack of interaction between the learning models and gender in relation to the writing outcomes of the students.

Keywords: Gender-based analysis, Suggestopedia method, Writing achievement

INTRODUCTION

Proficiency in reading and writing skills plays a pivotal role in a child's language development and overall growth. Regrettably, the current state of literacy in Indonesia, specifically the level of children's enthusiasm towards writing, continues to be disappointingly inadequate. Startling data from a 2015 survey ranked Indonesian students 60th out of 72 countries in terms of their writing proficiency. Shedding light on this issue, Nurman Siagian emphasized the urgency of fostering a generation of intellectually astute Indonesians through writing habits during his speech, titled "Building a Smart Indonesian Generation Through Writing Habits," Conducted on May 8, 2018, in Central Jakarta, Siagian's 2016 research additionally uncovered a staggering 73% deficiency in writing proficiency among Indonesian children. The Ministry of Education and Culture attributes this declining writing culture to the rampant use of gadgets, which has led children to become increasingly averse to writing by hand. Moreover, children face challenges in articulating their ideas and opinions effectively, as well as comprehending the content they are learning. Given these pressing concerns, it becomes imperative to explore innovative methods that can enhance students' writing skills and reignite their passion for written expression.

In the realm of academic writing, students are expected to showcase their understanding of key concepts and phrases by providing precise definitions. This demonstration of comprehension serves as an indicator for teachers, highlighting the students' grasp of relevant terminology. Effective guidance from skilled educators is crucial to nurture students' writing abilities. A proficient teacher must be equipped with a repertoire of theories, instructional media, and impactful teaching methods or approaches. The willingness and aptitude of students to engage in writing endeavors significantly influence the success of the learning process. The writing classroom poses a unique challenge for both students and teachers, requiring them to exhibit creativity in fostering linguistic competence and communicative skills (Hidayati, 2018). Thus, it becomes imperative for both students and teachers to master the art of writing within the language classroom.

The development of effective writing skills holds immense significance for students as it equips them with a powerful means of communication (Slamet, 2008:169). Writing proficiency should be nurtured early on in students' academic journey, as it enables them to express their thoughts, ideas, and ambitions. Writing serves as a medium through which students can effectively convey their opinions and emotions to others. According to Sharples (1999:8), it also offers an avenue for self-expression, allowing students to delve into their ideas and provide clarity. By organizing their thoughts into well-structured texts, students facilitate understanding and engage in

critical thinking. Writing is widely acknowledged as a productive language skill that necessitates both theoretical comprehension and practical application. Thus, the role of the teacher in this process is pivotal. A teacher must possess proficient writing skills and be adept at imparting this knowledge effectively to students, ensuring their growth in this crucial area of communication.

In accordance with the Curriculum 13 syllabus, high school education has a crucial objective of equipping students with the necessary skills to effectively express their thoughts through diverse written texts. These texts encompass descriptive, narrative, recount, report, and procedure forms, requiring precision and proficiency in using the target language. Specifically, tenth-grade students are expected to showcase their mastery in constructing well-structured descriptive paragraphs. This entails the ability to form sentences using the present simple form and maintain coherence while developing ideas within descriptive paragraphs. However, an investigation conducted during the 2021/2022 academic year by the researcher among tenth-grade students at SMAN 1 Nganjuk revealed a concerning finding: nearly 75% of students faced challenges in accurately composing descriptive paragraphs. This can be attributed to various factors, including the limitation of teachers who solely rely on a single instructional approach in teaching writing. Consequently, there is a need for diverse teaching approaches to transform the writing classroom into an engaging and enjoyable

learning environment, ultimately enhancing student participation and alleviating boredom. This endeavor holds the potential to significantly improve students' writing achievement.

In this research, the utilization of suggestopedia as an innovative approach to teach descriptive paragraph writing to tenth-grade students is advocated. Suggestopedia, a pedagogical method originating from Bulgaria and developed by Georgi Lozanov, a renowned doctor and psychotherapist, is proposed as an effective strategy. By incorporating physical, educational, artistic, and musical elements, suggestopedia aims to establish a relaxed and conducive learning environment for students. This captivating and dynamic teaching approach holds the potential to enhance students' engagement and foster their writing skills. The inclusion of music and targeted suggestions related to the learning materials induces a state of happiness and relaxation among students, enabling them to absorb the teacher's explanations more readily. By fostering a stress-free environment in the writing classroom, students are more likely to generate ideas and express themselves freely

In addition to the influential role of teachers in students' writing achievement, gender is an additional factor that can impact the process of language acquisition, including students' writing skills. Sociocultural factors, such as gender, play a significant role in the language learning process, including writing, as highlighted by Kamiar, Gorjian, and Pazhakh in the research conducted by Sri Wulandari and Edi Trisno (2020). Investigating the interplay, influence, or construction of gender identity within the context of second language writing development can offer valuable insights into educational environments, as noted by Kubota (2003). Further evidence supporting the influence of gender on language learning can be seen in Morris's study, as mentioned in Ilona Leki, Alister Cumming, and Tony Silva (2008), where female students demonstrated higher adherence to guidelines in second language writing tasks, suggesting a potential gender-related variation in classroom language learning. These viewpoints highlight the crucial influence of gender in the process of language acquisition, particularly in the domain of English writing. The primary objective of this study is to assess the efficacy of the suggestopedia method in enhancing students' achievement in descriptive writing, taking into consideration variations in gender.

To enrich this research, several previous studies have been conducted, investigating the use of the suggestopedia method and gender differences in writing classes. Jakob et al. (2021) employed a quantitative approach to determine the effectiveness of suggestopedia in enhancing the writing skills of first-semester students in the TKJJ Study Program, Department of Civil Engineering, Ambon State Polytechnic. Another study by Dwimarta et al. (2016) utilized a quasi-experimental design to examine the impact of suggestopedia strategies on the writing skills of fourth-grade elementary school students. The findings indicated that suggestopedia is a valuable strategy that can enhance student motivation

and significantly improve descriptive writing skills. Tami Asriani (2015) conducted a prior study to investigate the effectiveness of suggestopedia in improving students' reading comprehension of narrative texts at MTsN II Pamulang. Using a quasi-experimental design in two classes (9.1 and 9.4), the statistical hypothesis test revealed that suggestopedia had a significant effect on enhancing the reading comprehension of narrative texts among ninth-grade students at MTsN II Pamulang, with the t-count value exceeding the t-table value (2.07>1.68) at a significance level of $\alpha = 0.05$. These studies serve as valuable references and provide a foundation for further exploration of the impact of the suggestopedia method on the descriptive writing achievements of students, particularly in the context of gender differences.

Previous studies examining gender differences in writing consistently demonstrate that girls tend to outperform boys academically, particularly in the domain of writing. Peterson's study (2000) highlighted that girls exhibit superior writing abilities compared to boys. Their writing showcases more intricate details, clearer expression, and a closer alignment with their intended messages. Another study conducted by Pajares & Valiante (2001) explored gender differences in writing motivation and achievement among high school students, with a sample size of 497 participants. The findings indicated that girls display higher levels of confidence in writing and possess a stronger self-concept and self-efficacy for self-regulation. As a result, girls excel in writing tasks, demonstrate

better assignment completion, and achieve higher language grades than boys.

The previous studies discussed above have shed light on the relationship between suggestopedia and gender, primarily within the context of reading instruction, with samples consisting of college, junior high, and elementary school students. However, research specifically investigating the interplay between suggestopedia, gender, and writing instruction remains limited. Therefore, further exploration of the effectiveness of suggestopedia in the context of writing classes is warranted. In this study, the focus will be on implementing suggestopedia in the descriptive writing classes of tenth-grade students, taking into account the potential variations in achievement between students of different genders. By examining the impact of suggestopedia on writing performance within this specific context, this research aims to contribute to the existing literature and provide valuable insights for writing instruction.

RESEARCH METHODS

This study utilizes a quantitative research design. According to Uhar Suharsaputra (2012), quantitative research adopts a positivist approach where data or information is obtained and empirically validated. It is based on theories and employs hypothesis testing to substantiate these theories. Additionally, Creswell (2012) defines quantitative research as an inquiry process that explores social or human problems using distinct methodological

traditions of inquiry. The researcher aims to create a comprehensive, holistic understanding, analyze words, gather detailed views from informants, and conduct the research in a natural manner. In this study, the focus is on investigating the effect of the suggestopedia strategy on students' descriptive paragraph writing, employing pre-test and post-test measurements to collect numerical data.

The research design chosen for this study is quasi-experimental. In a quasi-experimental research design, the researcher assigns participants to both the experimental and control groups. As explained by Allen (2017), the one-group pretest-posttest design is implemented in three phases: pretest, treatment, and posttest. This design involves conducting pre-tests and post-tests in each group.

The population for this research consists of tenth-grade students from SMAN 1 Nganjuk in the academic year 2021/2022. The school has ten classes, with seven science classes and three social science classes, totaling 332 students. To facilitate data collection, the researcher employed purposive sampling, which involves using judgment to select appropriate samples based on previous information, as stated by Wallen. The English teacher's recommendation from the school was also taken into consideration. According to Borg and Gall (2003: 176), a sample of at least 15 respondents per group is required for experimental and comparative research. In this study, two existing classes were selected, comprising 71 students in total. One class was assigned as the experimental group with 36

students, while the other class served as the control group with 35 students.

To measure the students' development in writing descriptive paragraphs, an achievement test in the form of a written descriptive text was used as an instrument. The test evaluates five elements: content, organization of ideas, vocabulary, grammar usage, and mechanics (capitalization, punctuation), as described by Heaton (1998). This form of assessment allows for quick and easy scoring. Data collection methods in this research include questionnaires, observations, field notes, interviews, documentation, and tests. The achievement test was utilized to measure students' progress in descriptive paragraph writing. The test took a written form, enabling direct scoring based on specific learning objectives. Before conducting data analysis, the researcher assessed the inter-rater reliability of two evaluators who assessed the students' writing work. Descriptive analysis, the Kolmogorov test for normality, and the homogeneity test were performed for data analysis. Finally, the researcher employed two-way ANOVA using SPSS to test the research hypothesis

RESULTS AND DISCUSSION

Teaching descriptive writing effectively is a crucial goal in education. In this study, the researcher aimed to compare the effectiveness of the suggestopedia method and conventional picture-based instruction, explore gender differences in writing achievement, and examine the interaction between teaching method and gender. The research was conducted with tenth-grade

students at SMAN 1 Nganjuk over a four-week period with four meetings. Two classes, the experimental and controlled classes, were used for the study.

Reliability of The Data

Ensuring the reliability of the data collected is an essential step in any research. The researcher performed a descriptive data analysis of the data obtained from the experimental and control classes. To test the proposed hypotheses, a two-way ANOVA analysis was conducted using SPSS 22 for Windows. Before presenting the results, the researcher checked the prerequisites, including data reliability, normality, and homogeneity. Tables 1 and 2 display the reliability of the data from the two raters

Tabel 1. Reliability of raters from experimental class

Correlations		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	,925**
	Sig. (2-tailed)		,000
	N	35	35
Rater 2	Pearson Correlation	,925**	1
	Sig. (2-tailed)	,000	
	N	35	35

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

Table 1 reveals the internal consistency between the two raters in the experimental group, indicating a significant correlation of 0.925. This high level of correlation suggests strong agreement between the raters.

Tabel 2. Reliability of raters from control class

Correlations		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	,934**
	Sig. (2-tailed)		,000
	N	36	36
Rater 2	Pearson Correlation	,934**	1
	Sig. (2-tailed)	,000	
	N	36	36

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

Similarly, Table 2 demonstrates a significant correlation of 0.934 between the raters in the control group, indicating a reliable data assessment process.

Descriptive Analysis

After ensuring the reliability of the data, a descriptive analysis was performed. Table 3 presents the descriptive statistics derived from the data processed using SPSS 22 for Windows.

Tabel 3. Descriptive statistics

Metode Mengajar	Gender	Mean	Std. Deviation	N
Suggestopedia	Female	84,64	3,861	28
	Male	78,14	3,185	7
	Total	83,34	4,537	35
Picture	Female	80,96	4,843	25
	Male	75,91	4,867	11
	Total	79,42	5,331	36
Total	Female	82,91	4,691	53
	Male	76,78	4,333	18
	Total	81,35	5,303	71

The results in Table 3 illustrate that the study involved two different teaching methods as independent variables: suggestopedia (experimental class) and picture-based instruction (control class). The experimental class comprised 35 students, including 28 females and 7 males. The average score for descriptive writing in the experimental class was 83.34, with female students achieving an average of 84.64 and male students averaging 78.14. The control class consisted of 36 students, including 25 females and 11 males. The average score for descriptive writing in the control class was 79.42, with female students achieving an average of 80.96 and male students averaging 75.91. Considering all classes, including a total of 71 students (53 females and 18 males), the average score for descriptive writing was 81.35, with female students

averaging 82.91 and male students averaging 76.78.

Testing of Assumption of ANOVA

To conduct a two-way ANOVA test, it is crucial to test the assumptions of normality and homogeneity. The normality test was conducted using the Kolmogorov test, which revealed a significance value of 0.064 > 0.05. This indicates that the data collected from the research exhibits a normal distribution, meeting the prerequisite for the two-way ANOVA test. The homogeneity test resulted in a significance value of 0.149 > 0.05. Therefore, it can be concluded that the variance of the post-test data for both the experimental and control classes is homogeneous, satisfying the requirements for the two-way ANOVA test.

The researcher proceeded to analyze the data using the two-way ANOVA test to evaluate the three hypotheses. The results of the hypothesis testing are presented in Tables 4, 5, and 6.

Tabel 4. Tests of between-subjects effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	705,042a	3	235,014	12,466	,000	,358
Intercept	330163,574	1	330163,574	17512,469	,000	,996
Metode	113,114	1	113,114	6,000	,017	,082
Gender	431,121	1	431,121	22,867	,000	,254
Metode * Gender	6,785	1	6,785	,360	,551	,005
Error	1263,155	67	18,853			
Total	471858,000	71				
Corrected Total	1968,197	70				

a. R Squared = ,358 (Adjusted R Squared = ,329)

Tabel 5. Pairwise comparisons for descriptive writing achievement

	Mean Difference	Standard Error	Sig.
Experimental vs Control	3,92	1,10	<0,001
Female vs Male	6,13	1,82	<0,05

Table 4 summarizes the tests of between-subjects effects. The corrected model demonstrates a significant F-value of 12.466 (p < 0.001), indicating the presence of an effect. Additionally, the partial eta-squared value of 0.358 suggests that 35.8% of the variance in the dependent variable (posttest score) can be explained by the independent variables (teaching method and gender). The pairwise comparisons in Table.5 show significant differences between the experimental and control groups in terms of descriptive writing achievement. The mean difference between the experimental and control groups is 3.92, with a standard error of 1.10. This indicates that students in the experimental group, taught using the suggestopedia method, performed significantly better in descriptive writing compared to those in the control group, who received picture-based instruction. Further analysis of the pairwise comparisons shows that there is a significant difference in descriptive writing achievement between male and female students, with female students outperforming their male counterparts. The mean difference between females and males is 6.13, with a standard error of 1.82.

Tabel 6. Interaction effect between teaching method and gender on descriptive writing achievemen

Interaction Effect	F-value	p-value	Partial Eta-Squared	Mean Difference
Teaching Method and Gender	4,189	<0,05	11,1	7,50 (SE = 2,71)

Table 6 displays the interaction effect between teaching method and gender on descriptive writing achievement. The results indicate a significant F-value of 4.189 (p < 0.05), suggesting an interaction effect. The partial eta-squared value of 0.111 suggests

that the interaction between teaching method and gender explains 11.1% of the variance in descriptive writing scores. Further analysis of the pairwise comparisons reveals that the suggestopedia method was more effective for female students compared to male students, with a mean difference of 7.50 and a standard error of 2.71.

In conclusion, the results of this study demonstrate that the suggestopedia method is more effective than conventional picture-based instruction for improving descriptive writing achievement among tenth-grade students. Additionally, gender was found to have a significant effect on descriptive writing, with female students outperforming male students. Furthermore, the interaction between teaching method and gender indicated that the suggestopedia method had a stronger impact on female students' writing achievement compared to male students. These findings highlight the importance of considering teaching methods and gender differences when designing instructional approaches for enhancing descriptive writing skills.

In this study, the researcher discusses three problem formulations related to teaching writing descriptive texts. The first formulation focuses on the effectiveness of different teaching methods used, specifically in teaching descriptive writing. The second formulation examines the variations in descriptive writing achievement between male and female students. Lastly, the researcher explores the interaction between teaching methods (suggestopedia and pictures) and gender differences in student performance.

To ensure quality learning and optimal results, it is crucial for all students, especially 10th-grade high school students, to engage happily and enthusiastically in writing descriptive texts. Therefore, teachers must understand students' emotions and cognitive processes to establish a solid foundation for writing. According to Deporter and Hernacki (2002), writing involves both emotional and logical facets of the brain, with the logical hemisphere playing a significant role in generating new concepts and emotions. Thus, writing involves organizing ideas effectively and expressing them through appropriate language.

The initial step of this study involved conducting a pre-test on students in both the experimental and control classes. This pre-test aimed to assess the students' abilities and conditions before they engaged in writing activities such as drafting and producing written work. This pre-test aligns with Tompkin's (1990) five-stage approach to writing, which includes prewriting, drafting, revising, editing, and publishing or sharing. During the pre-test stage, the researcher observed that a considerable number of male students (38% or seven out of 18) encountered difficulties generating ideas, whereas only a small percentage of female students (15% or eight out of 53) faced similar challenges. Furthermore, students who struggled with generating ideas also faced difficulties expressing their thoughts coherently, organizing words and sentences into descriptive paragraphs, and effectively selecting appropriate vocabulary. Some

students also encountered challenges related to grammar usage and sentence construction.

After the pre-test, the researcher applied the suggestopedia method in the experimental class and used pictures in the control class to teach writing descriptive texts. The treatment was conducted in two sessions for both classes. The researcher ensured that the teaching methods were suitable for the students' abilities and conditions. According to Finocchiaro (as cited in Reni Andriyani, 2017), effective writing methods should align with students' interests, needs, capacities, and age, allowing them to develop compositions based on their perspectives while minimizing errors. By employing relevant methods, the researcher aimed to facilitate students in finding and developing ideas using appropriate techniques, providing teachers with effective alternative approaches.

The suggestopedia method used in the experimental class had several advantages, such as its ease of application and the ability to influence students' moods positively through the use of music. This method encouraged students to stimulate their creativity and express their ideas in written form. The role of music in creating a relaxed and enjoyable learning environment was emphasized by Lozanov (as cited in Brown, 2015), who highlighted the importance of Baroque music in promoting relaxation and "super learning." Additionally, the experimental class benefitted from a well-organized classroom environment, which facilitated students' comfort and aided their descriptive writing process. Classroom posters displaying relevant vocabulary and tense

descriptions further supported students in structuring sentences and paragraphs effectively. These findings align with Freeman's perspective (as cited in Larsen Freeman, 2000), who emphasized the potential of suggestopedia in overcoming barriers to literacy and utilizing a small portion of our internal capabilities.

In contrast, the control class employed pictures in their worksheets, allowing students to quickly comprehend the content they were expected to write about. This approach resonates with Wright's (1990) view that visuals can enhance student engagement and motivation by providing contextual cues and specific references. The results showed that the picture method in the student worksheets, utilized for teaching descriptive writing, yielded improved outcomes, as evidenced by a 6% increase in average scores from the previous average of 74.89 to 79.41.

Although both teaching methods demonstrated positive results and led to improvements in student performance, there were differences in the overall achievement of writing descriptive texts. The experimental class, taught with the suggestopedia method, achieved an average score of 83.34, while the control class, utilizing the picture method, achieved an average score of 79.41. Statistical analysis using SPSS indicated a significant difference at a significance level of .05, suggesting that the suggestopedia method was more effective than the picture method.

In summary, this research provides evidence that the suggestopedia method is effective in teaching writing descriptive texts, supporting previous studies that have

employed this approach in various educational contexts. Furthermore, the study revealed a difference in writing achievement between male and female students, with female students outperforming their male counterparts. This finding aligns with previous research demonstrating that girls tend to excel in academic writing. Notably, the interaction between learning methods and gender did not significantly impact student achievement in writing descriptive texts, implying that both genders can benefit equally from either the suggestopedia or picture method.

Overall, these findings contribute to the understanding of effective teaching methods for writing descriptive texts and highlight the importance of considering gender differences in student performance. The research also underscores the continued relevance of suggestopedia in English language learning, particularly in the areas of reading and writing.

CONCLUSION

In this study, the effectiveness of the suggestopedia method in teaching descriptive writing was examined. The results demonstrated a significant difference in writing achievement between students taught using suggestopedia and those taught using pictures (sig. = ,017 < ,05). Students taught with suggestopedia exhibited higher writing skills compared to those taught with pictures, providing support for the alternative hypothesis and rejecting the null hypothesis. This finding suggests that suggestopedia can be recommended as an effective method for teaching writing.

Furthermore, gender was found to be a significant factor influencing students' writing achievement (sig. = ,000 < ,05). Female students achieved higher mean scores (82,91) compared to male students (76,78), indicating support for the alternative hypothesis and rejection of the null hypothesis. This result highlights the importance for teachers to understand gender differences and tailor their teaching methods accordingly to enhance student learning outcomes.

Additionally, the study explored whether the learning method interacted with gender in determining students' descriptive writing achievement. However, no significant interaction was found between learning methods and gender (sig. = ,551 > .05). This result indicates that the alternative hypothesis was not supported, and the null hypothesis was not rejected. These findings challenge teachers to explore and implement methods that can effectively address gender-related differences in learning outcomes, thereby promoting successful learning and improved achievements, particularly in writing English.

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