



The Effectiveness of Using the Suggestopedia Method on the Student's Narrative Writing Ability at Class X Madrasah Aliyah Nurul Falah Airmolek

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Abstract: This research aims to investigate the effect of the Suggestopedia method on the narrative writing ability of class X students at Madrasah Aliyah Nurul Falah Airmolek. The study employed a quantitative approach using a quasi-experimental design. Two classes were selected as research samples: class X.1 as the experimental group and class X.2 as the control group, each consisting of 28 students. Both groups were given a pre-test and a post-test to measure their narrative writing ability before and after the treatment. The experimental class was taught using the Suggestopedia method, which incorporates elements such as relaxation, music, positive suggestion, and interactive storytelling. Meanwhile, the control class received conventional teaching without the use of Suggestopedia techniques. Students' writing performance was assessed based on five aspects: content, organization, grammar, vocabulary, and mechanics. In conclusion, the Suggestopedia method positively and significantly influences students' writing performance, helping them achieve better outcomes in narrative writing tasks. Therefore, it is recommended that English teachers adopt this method as an alternative strategy to improve students' motivation, reduce anxiety, and enhance their narrative writing skills.

Keywords: Suggestopedia Method, Narrative Writing, Writing Ability

Introduction

English is the most widely used language in the world. (Blake, 1996) stated that English is widely used as a lingua franca in commerce and science due to its global reach and communicative power. (Crystal, 2003) also emphasized that English has become the dominant or official language in over 75 territories, used in international diplomacy, global business, science, and popular culture. Thus, English has achieved its global status as it continues to spread across countries and is increasingly adopted for international communication.

In Indonesia, English has been introduced as the first foreign language and is taught from an early age. According to (Akmal Faezal L, 2020), English has been taught in Indonesian schools as a compulsory subject from junior high school to university levels, and recently it is also introduced in many elementary schools and kindergartens. Due to its significance, the Indonesian government has made English one of the subjects tested in the National Examination.

Language learning encompasses four core skills: listening, speaking, reading, and writing. (Brown, 2007) classified these four skills as essential for effective communication.

Among them, writing is often considered the most demanding to master. Writing is a productive skill that requires consistent practice. (Harmer, 2004) explained that writing requires not only the ability to construct grammatical sentences but also to organize ideas coherently. (Hegarty, 2000) added that although writing may take up the least amount of classroom time, it is the most complex skill, while (McDonald, 2002) described it as a process of continuous development similar to organic growth.

Writing is inherently difficult for both native and non-native speakers. (Rass, 2001, in Ismail, 2018) noted that writing involves multiple aspects such as content, organization, audience, vocabulary, and mechanics. (Richards and Renandya, 2002) emphasized that effective writing demands cognitive effort to plan, organize, draft, revise, and edit ideas into cohesive written form.

One method that can help improve students' writing abilities is Suggestopedia. (Lozanov, 1978) proposed that Suggestopedia uses positive suggestion to reduce psychological barriers, encouraging relaxed and motivated learning. (Larsen-Freeman, 2000) pointed out that the teacher plays a vital role in Suggestopedia by creating a trusting and engaging environment using verbal and non-verbal cues. This environment supports students in absorbing the language naturally and effectively.

Based on interviews conducted with English teachers, several challenges were identified in teaching narrative text. Many students are uninterested in learning English because they perceive it as difficult or boring. Some students struggle to read long texts or to write stories due to a lack of confidence or confusion in organizing ideas. Furthermore, teaching methods that focus solely on reading and writing tend to bore students due to a lack of variety. (Richards and Renandya, 2002) noted that such difficulties in writing are often linked to limited vocabulary, lack of motivation, and insufficient practice. In addition, students often have difficulty understanding grammar, particularly the use of the simple past tense, which is essential in writing narrative texts.

This study focuses on the use of the Suggestopedia method in teaching narrative writing to class X students at Madrasah Aliyah Nurul Falah Airmolek. Based on the issues outlined above, the researcher intends to conduct a study entitled: "The Effectiveness of Using the Suggestopedia Method in Students' Narrative Writing".

Methodology

This study used a pre-test and post-test control group design as part of a quantitative experimental strategy. The experimental and control groups' student outcomes may be directly compared before and after the treatment thanks to this approach. While the control group was instructed using traditional means, the experimental group was instructed utilizing the Suggestopedia method.

Such experimental models are appropriate for establishing the causal relationship between variables through controlled observation and comparison, according to (Sugiyono, 2019), who concurs with this design.

All Grade X students enrolled in Madrasah Aliyah Nurul Falah Airmolek during the 2023–2024 school year made up the study's population. Because of the manageable population size, a total sample strategy was employed, involving every student from two classes. The selected sample consisted of:

1. Class X.1 (Experimental Group): 28 students
2. Class X.2 (Control Group): 28 students

Thus, the total sample size was 56 students.

The two primary factors in this study were the students' capacity for narrative writing as the dependent variable and the teaching strategy (Suggestopedia) as the independent variable. These factors were employed to ascertain whether the teaching strategy affected students' writing abilities in a quantifiable way.

1. Independent Variable (X): The suggestopedia teaching method
2. Dependent Variable (Y): Students' narrative writing ability

Georgi Lozanov created the Suggestopedia language teaching methodology, which focuses on establishing a laid-back learning atmosphere through the use of music, positive suggestion, and theatrical presentation to promote quicker learning.

A narrative writing test, which was given as a pre-test and a post-test, served as the main research tool. The evaluation criteria, which were modified from (Brown, 2004), included the following elements: content, organization, vocabulary, grammar and mechanics. Data were collected through the following stages:

1. Pre-test: Administered to both groups to determine their initial narrative writing ability.
2. Treatment:
 - Experimental group received instruction using the suggestopedia method for three sessions.
 - Control group was taught using conventional methods.
3. Post-test: Conducted after the treatment to assess any changes in writing performance.

Data analysis was conducted using SPSS version 26 with the following steps.

1. Normality Test: Conducted using the Kolmogorov- Smirnov and Shapiro- Wilk methods to verify that the data were normally distributed (*sig.* > 0.05).
2. Homogeneity Test: Performed using Levene's test to ensure equal variance between groups (*sig.* > 0.05).
3. Hypothesis Testing (Independent Sample t- test): Used to determine whether there was a statistically significant difference in writing performance between the experimental and control groups. A result of *sig.* (2- tailed) < 0.05 indicated a significant effect of the treatment.

Result and Discussion

This study aimed to investigate the effect of the Suggestopedia method on students' narrative writing abilities by comparing two groups: an experimental group taught using Suggestopedia and a control group taught using conventional methods. Each group consisted of 28 students from Grade X at Madrasah Aliyah Nurul Falah Airmolek. The control group's writing skills did not increase, as seen by the pre-test mean score of 68.91 and the post-test mean, which decreased little to 66.43. Additionally, the standard deviation

decreased from 11.003 to 8.292, indicating a somewhat more consistent but less favourable overall outcome.

In contrast, after being instructed utilising the Suggestopedia technique, the experimental group's mean score rose from 62.41 to 82.61. The standard deviation decreased from 7.744 to 5.167, suggesting that pupils were doing better and more consistently. According to these results, students' narrative writing skills significantly improved when using the Suggestopedia method, however performance somewhat decreased when using the traditional method.

Table 1. Experimental Class Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- Test	62.41	28	7.744	1.463
	Post- Test	82.61	28	5.167	.977

Following therapy with the Suggestopedia technique, the experimental group demonstrated a notable improvement. The post-test mean score rose to 82.61 from the pre-test mean of 62.41. The standard deviation dropped from 7.744 to 5.167, suggesting that student performance was more consistent.

Table 2. Control Class Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- Test	68.91	28	11.003	2.079
	Post- Test	66.43	28	8.292	1.567

The writing performance of the control group, which received instruction using traditional methods, slightly declined. The post-test score dropped to 66.43 from the mean pre-test score of 68.91. Additionally, the standard deviation decreased from 11.003 to 8.292, suggesting that average achievement remained unchanged despite a smaller range of student scores.

Discussion

The results confirm that the Suggestopedia method significantly enhances students' narrative writing abilities. Factors contributing to this improvement include the use of music, relaxation techniques, and positive suggestions that lower anxiety and boost student creativity. This finding aligns with Lozanov's theory, which emphasizes the power of a relaxed learning environment to facilitate language acquisition.

While the control class experienced stagnation and a slight decline, the experimental group benefited from a holistic, psychologically supportive learning experience. This supports previous research suggesting that innovative, student-centered approaches outperform traditional methods in language instruction (Lozanov, 1978; Brown, 2004). Overall, this study provides strong evidence that Suggestopedia can be an effective method for improving students' writing skills, particularly in narrative contexts where creativity and fluency are essential.

Conclusion

Based on the research findings, several important implications can be drawn. First, the study revealed that the Suggestopedia method significantly enhances students' narrative writing skills. This indicates that a learning approach that emphasizes relaxation and positive suggestion can create an enjoyable classroom environment that supports the holistic development of writing skills, including aspects such as content, organization, grammar, and mechanics. Second, the application of this method in the context of Madrasah Aliyah suggests that innovative methods like Suggestopedia can be effectively implemented in formal Islamic education settings. Therefore, English teachers at the senior high school level are encouraged to integrate this method into their teaching practices, especially in teaching narrative texts. Furthermore, educational institutions are recommended to conduct training or workshops to equip teachers with the necessary knowledge and skills to implement Suggestopedia effectively in their classrooms.

For future research, it is suggested that studies on Suggestopedia be conducted over a longer period to observe its long-term impact. Further studies may also explore its effects on other language skills such as reading, speaking, or listening to examine the broader influence of the method. Moreover, it would be beneficial for future research to involve different grade levels or student backgrounds and to compare Suggestopedia with other innovative teaching methods in order to gain a more comprehensive understanding of its effectiveness in English language learning.

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