

CHAPTER I INTRODUCTION

This part discusses the background of the study, formulation of the problem, the objective of the study, the significance of the study, theoretical hypothesis, and theoretical framework.

A. Background of the Study

Mastering writing and reading skills become the main benchmarks for children in their development period. However, the condition of literacy in Indonesia, especially children's interest in writing is still low. The survey results in 2015 showed that the writing skills of Indonesian students have slightly improved and are still ranked 60th out of 72 countries.¹In a speech entitled "Building a Smart Generation of Indonesia Through Writing Habits" held in Central Jakarta, Tuesday, May 08, 2018, Nurman Siagian in Ramadhini said that based on the research in 2016 it is stated that as many as 73% of Indonesian children still categorized as less in terms of writing competence. This is conducted by the Ministry of Education and Culture. According to him, the low writing culture is influenced by the rapid development of gadgets so that children are lazy to write by hand, but it is also caused by the weakness of children to express ideas or argue and understand what they are learning.²

According to Lado (1964), writing is a partial representation of the unit of expression.³ In academic activities, students are expected to provide definitions of keywords and phrases to show to their teachers that they understand the related terms clearly. When important words cannot be understood clearly, the reader may misunderstand the text. Not only focusing on speaking skills, writing in the target language also needs to master by students. Linse (2005) stated

¹Ramadhini, Erinintyani Shabrina. 2018. *Ramadhini, Erini Bukan Hanya Karena Gawai, Ternyata Ini Penyebab Lemahnya Tradisi Menulis Anak Indonesia*. Jakarta: <https://ayomenulis.id/artikel/bukan-hanya-karena-gawai-ternyata-ini-penyebab-lemahnya-tradisi-menulis-anak-indonesia>.

² Kemendikbud. 2016. *Peringkat dan Capaian PISA Indonesia Mengalami Peningkatan*. Jakarta: Kemendikbud. 2016. "Peringkat dan Capaian PISA Indonesia Mengalami Peningkatan". <https://www.kemdikbud.go.id/main/blog/2016/12/peringkat-dan-capaian-pisa-indonesia-mengalami-peningkatan>.

³ Lado, R. 1964. *Language teaching: A scientific approach*. New York: McGraw-Hill.

“Writing is a productive skill because the focus is on producing information”.⁴ But in writing, they have more opportunities to consider about what they will write. By this reason their writing work have to be true. According to Oshima and Hogue (1997), “writing is a progressive activity. This means that when students first write something, they have already thought about what they are going to say and how they are going to say it”.⁵

Success in writing cannot be separated from the role of a teacher. A teacher who is a professional must have the ability to apply various theories or media in learning, the ability to choose and apply an effective learning method or approach. The willingness and ability of students to write will determine the learning process to be success. Writing classes are not only a special challenge for students but also teachers because they need to be creative in developing linguistic competence as well as communicative skills (Hidayati, 2018).⁶ Therefore, both pupils and teachers have to master writing skills in language classes.

The students have to have capability in writing because it is very important, and it is an excellent tool for communication as well. The students must master writing skills as early as possible in life at school (Slamet, 2008:169).⁷ By writing, students can express their thoughts and ideas to achieve their aim. By writing, students can transfer their thought, and feelings, to the other people, Sharples (1999:8) stated “writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their minds by organizing them into a good text so that others know them and they can think critically”.⁸ It is widely understood that writing is one aspect that is productive language skill and expression. This skill can be achieved with a lot of intensive training and

⁴Linse, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies.

⁵ Hogue, Alice Oshima and Ann . 1997. *Writing Academic English*. New York: Longman.

⁶ Hidayati, K. H. 2018. "Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers." *Journal of The Association for Arabic and English* 21-31.

⁷ Slamet, St.Y. 2008. *Dasar-Dasar Keterampilan Berbahasa Indonesia*. Surakarta: UNS Press.

⁸ Sharples, M. 1999. *How We Write; Writing as Creative Design*. London: Routledge.

guidance. Because it is not only theoretical but also practical. Therefore, the role of the teacher is crucial. Teachers should have good writing ability. In addition, they can also teach it well.

In line with the syllabus of Kurikulum 13 Revisi Tahun 2017, the goal of writing learning in Senior High School obligate the pupils to show their thought by writing descriptive, narrative, recount, report, and procedure texts by using the target language efficiently and correctly. Especially tenth-grade students are obligated to write a paragraph in descriptive form well. The pupils must be able to make a sentence in the writing form by accommodating the form of a simple present and developing the ideas into a descriptive paragraph. Not all students can write descriptive paragraphs correctly. The researcher's investigation of the tenth graders of SMAN 1 Nganjuk in the academic year of 2021/2022 showed that almost 75% of the students could not write a descriptive paragraph correctly. It also becomes the teachers' problem because they just applied the same method in teaching writing. They need to have various approaches to change teaching writing so that the learning becomes more exciting and the students can follow the class happily without any boring. This condition will increase the students' achievement in writing.

In this case, the researcher who is also a teacher wants to try to use the suggestopedia method in carrying out learning activities in writing the descriptive paragraph for the tenth graders. Jack Richard and Rodger stated, "suggestopedia is a modern method coming from Bulgaria for teaching a foreign language".⁹ It is developed by Georgi Lozanov who is a doctor and a psychotherapist from Bulgarian. This method combines not only physical, but also educational, artistic, and musical activities. Students become comfortable, and relaxed in the class. Through the music and suggestions related to the materials will make pupils feel happy and relaxed so that the teacher's explanation about the materials will be easily understood by the pupils. By

⁹ Jack C. Richards, and Theodore S. Rodgers. 1992. *Approaches and Methods in Language teaching*. New York: Cambrige University Press.

creating a comfortable class in the writing class and without under pressure atmosphere, the pupils are going to easily get ideas to write.

In addition to the teacher's role in students' writing achievement, gender can also be a factor that affects the level of success in language acquisition, including students' writing skills. According to Kamiar, Gorjian, and Pazhakh in Sri Wulandari and Edi Trisno (2020) "one of the sociocultural factors that students need in the process of learning a language including writing is gender"¹⁰. In line with Kubota (2003) that argue "gender constitutes part of a writer's multiple identities, investigating how the development of second language writing reflects, affects, or constructs gender identity would provide important insights in educational contexts"¹¹. Morris (1998) showed that the women students' essays in her study demonstrated a much higher level of adherence to guidelines than the men's. This may indicate that gender plays a role in the way that learners approach the task of second language acquisition, which in turn is hypothesized to relate to female superiority in classroom language learning.¹²

From some of the views above, it shows that gender has a very important role and makes a major contribution to language learning, especially writing in English as a second language. Here the researcher is eager to conduct this research to know the effect of the suggestopedia method on students' descriptive writing achievement with different gender. The researcher believes that suggestopedia as a learning method will be effective in teaching descriptive writing for students with different gender of the tenth graders at SMAN 1 Nganjuk. Based on the statements above, the researcher wants to conduct the research entitled "The Effect of Suggestopedia Method in Teaching Descriptive

¹⁰ Sri Wulandari, Edi Trisno. 2020. "A Study on Writing Ability Differences between Male and Female Students in Describing People." *Journal of English Language Teaching* 767-776.

¹¹ Kubota, R. 2003. "New approaches to gender, class, and race in second language writing." *Journal of Second language writing* 31-47.

¹² Morris, L. A. 1998. "Differences in men's and women's ESL writing at the junior college level: consequences for research on feedback." *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* 219-238.

Writing for Students with Different Gender of the Tenth Graders at SMAN 1 Nganjuk”.

B. Formulation of the problem

From the background of the study above, the researcher formulated the research problem as follows:

1. Is the students' writing skills taught by using suggestopedia higher than the students' writing skills taught by using the picture?
2. Is there any difference in achievement in descriptive writing between female and male students?
3. Is there an interaction between learning methods and gender in determining students' descriptive writing achievement?

C. Objective of the study

The objectives of this research:

1. To investigate the difference of effect in students' writing skills between students taught by using suggestopedia and students taught by using the picture.
2. To investigate the difference in achievement in descriptive writing between female and male students.
3. To investigate an interaction between learning methods and gender in determining students' descriptive writing achievement.

D. Significance of the Study

The researcher hope the findings of the research are going to give some significances both theoretically and practically for students, teachers, and other researchers as follow:

1. For Students

The students can write descriptive text with their own hands well. By applying this method, the students are motivated to get higher quality in their descriptive writing ability.

2. For Teachers

The research findings may reference the teachers to have a new method that is more interesting in teaching descriptive writing in the class than using a conventional technique, and they can understand the characteristic of male and female students deeper so that their teaching skills increase as the result the students' achievement can be better.

3. For Other Researchers

The finding of this study can give a contribution to the further researchers who will research the same topic. It may support them to find some theories regard to their research.

E. Theoretical Hypothesis

From the theories explained above, the researcher propose the theoretical hypothesizes which are:

H_o (Null hypothesis)

1. There is no difference (average) in students' writing skills taught by using suggestopedia and taught by using picture.
2. There is no difference in achievement in descriptive writing between female and male students.
3. There is no interaction between learning methods and gender in determining students' descriptive writing achievement.

H_a (Alternative hypothesis)

1. The students' writing skills taught by using suggestopedia is higher than the students' writing skill taught by using picture.

2. The female students have better achievements in descriptive writing than the male students.
3. There is an interaction between learning methods and gender in determining students' descriptive writing achievement.

F. Theoretical Framework

The theoretical framework is a concept in this thesis that explains how theorists can relate to aspects that have been identified as significant issues. This study has three variables, namely two independent variables and one dependent variable. Suggestopedia and gender are independent variables, and teaching writing is the dependent variable. Furthermore, this study will look at the impact of suggestopedia in teaching writing, the contribution of gender to students' achievement in writing, and the interaction between methods and gender.

