CHAPTER II

LITERATURE REVIEW

In this chapter, the writer will review the literature regarding suggestopedia, gender, and teaching writing.

A. Writing Skill

1. The Definition of Writing

Writing is an activity to make a paper, and transfer them through the visual media as a writing work.[13] When someone writes he/she transfer their idea with their own words. Raimes said, "Writing is a skill in which we express ideas, hands. It means that feeling and thoughts which are arranged in words, sentences, and paragraph using eyes, brain, and hands.[14] It means that writing is as tool of communication when we cannot explain our desire by spoken, we can explain by written form".

On the opposite hand, Reinking, Hard, and Osten stated, "Writing is the way of communication and after all communicates all the time".[15] And so Deporter and Heracki make a case for that writing is an entire ideas that uses bright brain facet (emotion) and hemisphere facet (logic). Though right and hemisphere side area unit employed in writing, hemisphere facet incorporates a huge position as a result of it is an area that seems new concepts and feeling.[16] Based on the statement above, we can say that writing is organizing ideas with proper words to present on a paper.

Further, according to Tompkin (1990), "there are five stages of activities in writing with an approach that includes prewriting, drafting, revising, editing, and publishing or sharing".[17] So that by mastering the stages of writing correctly, students are going to find it easier to do excellent written

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[13] Mutiara, Rafika. 2014. "Studies on English Language and Education." *West Kalimantan Scholars* 53.

[14] Raimes, Ann. 1983. *Techniques in Teaching Writing.* New york: Oxford University press.

[15] Reinking, James A., Hart, Andrew W., Von Der Osten, Robert. 1993. *Strategies for Successful Writing; rhetoric, Reader and Handbook.* New Jersey: Prentice Hall.

[16] B. Deporter, and M. Hernacki. 2002. Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan. Bandung: Kaifa

[17] Tompkins, Gail E. 1990. Teaching writing: Balancing process and product. New York: Macmillan Publishing Company.

work and convey their thoughts in an organized manner. The reader quickly understands the message.

2. Teaching Writing

Teachers must have knowledge of how to teach the four skills to students in the process of learning English. In the context of learning foreign languages, it must be taught especially in English classes. Under these circumstances, the teacher must know how to teach students how to write.

There are several reasons why teachers should teach writing, according to Harmer. Reinforcement, language development, learning style, and writing as a talent are some of the causes. The following are several explanations for this.

a. Reinforcement

The use of visual representations of language structure to aid students in memorizing new words is critical. In most cases, students find that visual demonstrations help them compose sentences. Students benefit by composing phrases in a new language as soon as they have learned it

b. Language Development

It appears that the act of writing itself benefits in the learning process for children. The continuing learning process includes all of the mental work required to produce excellent written texts.

c. Learning style

For these students, writing is a viable option. It is a contemplative activity that replaces the hustle and worry of face-to-face interpersonal contact. Students expected that creating words at a slower rate would be beneficial.

d. Writing as skill

The fact that writing is an essential language skill is convincing evidence that it should be taught. Speaking, listening, and reading appear to be equally important. Students will need to know how to write letters, compile written reports, and respond to advertisements in this setting.

According to Harmer's reasoning, those reasons might be regarded as giving the teacher instructions as part of their job description of teaching writing. However, Harmer notes that there are various techniques for teachers to explore, such as how to get students to plan, how to motivate students to draft, reflect, and modify their work, and how to respond to students' writing.[18]

3. Teaching Writing for Senior High School

The quality of learning to write in high school must always develop in a better direction. Students need a lot of practice to progress their writing skills with the guidance of the teacher. According to Harmer, teachers may concentrate on products or methods by which students can produce writing.[19] This means that in learning to write, the orientation must be on the process of making written works.

Students in high school are expected to be able to write texts with their own thoughts such as narrative, descriptive, procedural, and recount texts. They are expected to be able to write descriptive text well, especially in the tenth grade. They should also be able to write functional texts such as essays, invitations, announcements, short messages, and so on.

Based on the 2013 curriculum, we can see the basic competence material and indicators for the first semester of class X SMA about descriptive text.

Basic Competence	Indicators
3.4 Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use	•Identify the expressions of giving and asking for information related to tourist attractions and famous historical buildings •Identify the different ways of expressing each context • Understand the structure of the text of giving and asking for information related to tourist attractions and famous historical buildings

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[18] Harmer, J. (2001). The practice of English language teaching. London: Longman.
[19] Ibid.-

	• Understand the linguistic elements of the expression of giving and asking for information related to tourist attractions and famous historical buildings.
4.4 Descriptive Text 4.4.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings 4.4.2 Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context	•Compose sentences asking for information related to famous tourist attractions and historical buildings •Answering questions about famous tourist attractions and historical buildings posed to him/her • Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context.

4. Descriptive Text

A descriptive text is an article of paper to inform aiming to the reader through visual details that provide a symbol to the reader. In addition, descriptive text in a paragraph can also be defined as a collection of sentences that describe what a person's actions look like, what the area looks like, and what the object looks like. Furthermore, Pardiyono stated, "A description paragraph is a kind of transcription paragraph, which has the precise function to explain an object (living or non-living things) and it's the aim that is describing the thing to the reader".[20]

The explanation above can be concluded that the description is a paragraph that accurately describes a person, place, or event. Descriptive writing clearly describes any individual, place, or thing in such a way that the reader can imagine the subject as the author's experience. It is how to compliment someone else's type of writing or as a dominant strategy for developing a picture of what something looks like. Furthermore, Jolly

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[20] Pardiyono. 2007. *Pasti Bisa! Teaching Genre Based Writing.* Yogyakarta: Pensylvania: International Textbook Company.

emphasized that there are five kinds of descriptive writing paragraphs.[21] They are:

a. Describing Process

It describes how an activity is done with a clear goal from the beginning to the end. This step also explains the process of activity clearly.

b. Describing an occasion

Remembering what happen within the event is the important thing in describing an occasion. The writer has to write down in explanation details related to the event. It helps the reader to imagine the important situation at that time.

c. Describing people

Recognizing the character of the people is the main thing here. Describing people explains physical, emotional, intellectual, and moral attribute.

d. Describing an area

It describes concrete things like an area, for example, a park, a school, or an office.

e. Describing an object

It describes the characteristics of the things physically like shape, color, etc.

5. Part of Descriptive Text

There are three sections of descriptive text, they are: "a. affair, which is to explain an exact person, place, or thing. b. generic Structure, which is divided into two. They are 1) identification: identifies the phenomenon to be described, and 2) description: describe parts, qualities, characteristics. c. Significant lexico-grammatical feature, that is specializes in the precise participant, uses the straightforward present". Another source, Pardiyono maintains that three parts of descriptive[22], are a. communicative purpose that is to explain an object (human and non-human). b. rhetorical structure, there

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[21] Jolly, D. 1984. *Writing Task.* New York: Cambridge University press.
[22] Pardiyono. 2007. *Pasti Bisa! Teaching Genre Based Writing.* Yogyakarta: Pensylvania: International Textbook Company.

are two parts of rhetorical structure 1) identification, that is a press release that consists of 1 topic to describe; 2) description, that contains the detailed description of an object that identified in identification, and c. grammatical patterns, it had been needed to know that during a descriptive paragraph, the declaratory sentence is used and using present forms . The information above gives us an understanding that descriptive text has three parts, those are:

a. Social Function

To inform the reader about describing of the characteristics of the objects like people, area, or nature by using adjectives and attribute.

b. Generic structure

Two components in generic structure, those are:

1) identification

2) description

c. Grammatical feature

It uses a simple present form in the text.

B. Suggestopedia Method

1. Suggestopedia Method

According to Lozanov in Brown, people are suitable to learn much further than they give themselves recognition for. Lozanov created suggestopedia which is a learning system that contributes absolutely on a fresh part of the brain for topmost memory of material. Music is the most important to this system. Baroque music has created the kind of "relaxed attention" that guides to "super learning" with its 60 beats per nanosecond and its specific matter. [23]

In addition according to Freeman, "suggestopedia describes, the operation of the suggestion of the pedagogy study has been developing to help scholars exclude the feeling that they could not be successful and overcome the walls of literacy. Also, it may be used only five to ten percent of our

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[23] Brown, H. Douglas. 2015. *H. Teaching An Interactive Approach to Language Pedagogy. Fourth Edition.* New York: Longman.

internal capability".[24] Richards and Rodgers also say that suggestopedia has suggestions are at the heart of it.[25] Based on that explanation, in the suggestopedia system, the scholars get to enjoy and affable. The teacher makes the relaxed state by using metrical music, positive suggestions, or using some film land as the instruments. The purposes of this system are to make pupils enjoy, and comfortable throughout the learning process taking place with the positive suggestion to make effectiveness in literacy.

2. Model of Suggestopedia

According to Richard suggestopedia models are:[26]

a. Decoration

The teacher has to be creative to set the class with a different concept in order for the pupils can become more focused and happy in the class by sticking up images related to the topic on the wall.

b. Equipment

It uses tools to help the pupils feel happy and enjoy. It is like board, desk, chair, and so on.

c. Classroom Management

The teacher can arrange the desks in the class to create a comfortable situation. So pupils will not be bored.

d. Music Role

The atmosphere makes the pupils feel relaxed by listening to some classical music. Music is used to be a therapy instrument for the students in the method of suggestopedia. Classical music is media as well to make a positive response in emotion for their memories in teaching-learning process and lead the pupils into the optimal brain for acquisition of knowledge without effort.

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[24] Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

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

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

3. Technique of Suggestopedia

According to Diane Larsen-Freeman there are some executions and the set- up of the class in suggestopedia method, those are:[27]

a. Setting of suggestopedia class

Class is managed by the teacher to get a good feeling for the students.

b. Peripheral learning

Posters and pictures on the wall give many pieces of informations about vocabulary or grammatical for helping the student to get ideas.

c. Positive suggestion

The students get positive suggestion from the teacher such as they are going to write easily, or they can write a good composition by themselves. It makes the pupils relax to learn in the class.

d. Choose a new identity

The pupils determine and imagine that they were someone else that has a different character, personality, occupation, or even name that can help them in this class to learn a target language.

e. Role play

Here, each student tries to imagine or become be another character and make a role play in real or imaginary to get a description about the material in line with the language learnt.

f. Concert one

Here, a story text is given by the teacher to the students and reads loudly by following the intonation of music. The students listen to the teacher by following, and giving attention to the teachers' words.

g. Concert two

According to Williams, in passive concert the students are creating their fantasy by closing their eyes with a comfortable, quiet place, and the teacher gives instruction with a pleasing voice by the slow presentation.[28]

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[27] Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

[28] Bancroft, W. Jane. 1999. *Suggestopedia and language acquisition: variations on a theme.* Australia: Gordon and Breach.

It means that the students have relaxed but do not sleeping to create their imagination about the story that the teacher reads.

h. Primary activation

Loudly rereading playfully the dialogue in the target language, as personal or as a team. With many expressions based on dialogue like angry, sad, and cheerful, the pupils practice it in front of the class.

i. Creative adaptation

The students engage in a variety of activities designed to help them learn new material, review, and consolidate learning. It can be in the form of games, dramas, and singing together where students must focus on learning objectives, not focus on the form of language concepts.

4. The Principles of Suggestopedia

According to Larsen-Freeman divides some principles of suggestopedia method such as:[29]

a. The teacher's aim is to accelerate the method by where students learn to use a far-off language a day in communication.

b. The teacher is that the authority within the classroom. The pupils believe the teacher in order that they feel more confident.

c. The characteristics of the teaching-learning process like

1) The category is bright and really glad.

2) Students choose target language names and choose new characters that provide in some pictures.

3) Using text or conversation within the target language.

d. The teacher starts to discuss with all of the students in a group or personally. The students begin to use the target language and interact with each other.

e. An excellent agreement of concern is given to students' feelings during this method.

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[29] Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

f. Language is the main target than the culture where students study the lifestyle of people who talk the language.

g. Vocabulary and communicatively are emphasized.

h. Native language is employed when needed.

i. Evaluation rarely is developed on students' normal in class performance and not through formal tests.

j. Errors are corrected gently, with the teacher employing a soft voice.

5. The advantage of Suggestopedia Method

Here is that the following listing of the strengths of suggestopedia as efficient pedagogics based on during class management based upon the literature consisting of:[30]

a. Many factors of suggestopedia are often ignored in the interactive class without its acceptance extensively. A happy mind without stress will stimulate to become confident students. We should not underestimate the human brainpower because techniques found in suggestopedia will help to optimize it.

b. Lozanov's research is of great interest to language teachers because he applies his theory in real language classes, and not just in limited-scale experiments.

c. Suggestopedia has offered many valuable references and insights on the power of the unoptimized brain, the power of relaxation methods applied in the class, using music as a stimulus to obtain information about it.

d. Some of the principles in suggestopedia have been successfully adapted in the American classes such as:

1) The teachers learn a lot of new things and they have more insight in doing teaching in the classroom.

2) Students' anxiety in learning decreases so that they are more confident and confident in their abilities to learn, and it is easier for them to understand the lessons given.

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[30] Paul C. Talley, dan Tu Hui-ling. 2016. ""A Relative Comparison MadeMethodologies: The Examples of 'Suggestopedia' vs. Total Physical Response." *International Journal of Humanities and Social Science, 6, No. 4.*

e. The virtue of the principle of suggestopedia is to encourage students to control their feelings and mentality, this condition is needed to learn a foreign language.

6. Teaching Writing with Suggestopedia Method

The procedures of teaching writing by applying the suggestopedia method consistent with Larsen-Freeman,[31] those are:

a. The teacher greets the pupils.

b. The teacher makes the classroom not equivalent to common classrooms. Within the classroom, the chairs are arranged semicircle to form the pupils pay more attention and obtain more relaxed.

c. The teacher and students provide some posters or decoration features in school.

d. The teacher gives positive suggestions and encourages the creativity of the pupils.

e. The teacher asks to shut the students' eyes at two to three minutes for relaxing minds to imagine an event, to help them to feel comfortable, gives positive suggestions, and stimulate them to develop creativity.

f. The teacher reads an article while slow classic music is played within the background to keep relaxed mental. It is done to help them absorb during the class.

g. Pupils is involved in activities created to stimulate them to learn the lesson, and particularly they are ordered to write down the descriptive paragraph on paper as many also.

C. Definition of Gender

In Webster's New World Dictionary, gender is defined as the visible difference between men and women in terms of values and behavior. It is explained that gender is a cultural concept that seeks to make a difference in terms of roles, behavior, mentality and emotional characteristics between men

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[31] Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

and women who develop in society[32]. In understanding the concept of gender, Mansour Fakih distinguishes between gender and sex. The definition of sex is more inclined to the characterization or division of two human sexes based on inherent, unchanging and non-interchangeable biological characteristics. In this case it is often said to be God's provision. While the concept of gender is an inherent trait of men or women that is socially and culturally constructed and can be exchanged. So that all the things that can be exchanged between male and female traits, which can change from time to time, from place to place, or different from one class to another, that is what is called gender. So gender is defined as social sex, while sex is biological sex. The point is that in gender there are differences in roles, functions and responsibilities between men and women as a result of social construction[33]

Gender is the difference that appears in men and women when viewed from the values and behavior. Gender is a term used to describe the social differences between men and women. Gender is a group of cultural attributes and behaviors that exist in men and women[34]. In line with that, gender is a concept of social relations that distinguishes the functions and roles between women and men. The differences in functions and roles between men and women are not determined because there are differences between the two biological or natural, but differentiated according to the position, function and role of each in various life and development[35]. According to Eniwati gender is a concept used to identify the differences between men and women as seen from the socio-cultural side. Gender in this sense identifies men and women from a non-biological point of view[36].

Based on the above definition, it can be concluded that gender is the role between men and women which is the result of socio-cultural construction. A role or character is attached to men because based on habit or culture, usually

[32] Umar, Nassarudin. 2010. Argumen Kesetaraan Gender. Jakarta: Dian Rakyat.
[33] Adriana, Iswah. 2009. "Kurikulum Berbasis Gender." Tadris: Jurnal Pendidikan Islam 138.
[34] Yuryanto, Dwi Narwoko and Bagong. 2004. Sosiologi Teks Pengantar dan Terapan. Jakarta: Kencana Prenada Media Group.
[35] Ibid.
[36] Khaidir, Eniwati. 2014. "Pendidikan Islam Dan Peningkatan Sumber Daya Perempuan." LPPM UIN Suska Riau 16.

roles are assigned to men or traits that are only carried out or owned by men and so do women. A role is attached to women because it is based on habits or culture which ultimately forms a conclusion that the role or character is only carried out by women.

D. Gender and Writing

In language learning, whether in written or oral form, there are many factors that influence it. The language used by society is often determined or influenced by social classifications such as ethnicity, social class, education, age, or even gender. In language learning, there are many sociocultural factors that influence both the process and the results. One of the sociocultural factors forming the students in the language learning process including writing is gender. According to Kamari, Gorjian, and Pazhakh "the term "gender" clearly expresses social and contextual expectations that society places on the part of each gender (male or female) culturally and socially".[37] So, it can be considered that gender is as a social phenomenon and it can be said that there is another point of view which usually views gender as an individual concept to understanding it as a social construction.

There is a factor that plays an important role in gender and writing which is the relationship between writing in the second language and identity construction. According to Belcher & Hirvela, (2001) "a thriving research institute in second language writing has conducted on the social nature of writing rather than on individual or autonomous traits."[38] Prior (2001) added that "writing is a social activity in which the writer aligns himself in an acceptable discourse to express himself by rediscovering ideas and linguistic expressions created by others."[39]

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[37] Kamari, Gorjian and Pazhakh. 2012. "Examining the Effects of Gender on Second Language Writing Proficiency of Iranian EFL Students: Descriptive vs Opinion One-Paragraph Essay." Advances in Asian Social Science (AASS) 759-763.

[38] Hirvela, Belcher. 2001. "Special issue on voice." Journal of Second Language Writing 1-2

[39] Prior, P. 2001. "Voices in text, mind, and society: Sociohistoric accounts of discourse acquisition and use." Journal of Second Language Writing 55-81.

E. Picture

One type of teaching material that can be applied in the teaching and learning process of writing is pictures. Image is one of the media which can be used by teachers to stimulate students in making work in written form. Objects such as people, specific places, and objects can be regenerated in the form of photos and images. These can all be found in printed books, magazines, newspapers, calendars, and other printed images. There are many theories related to teaching with pictures that show that the use of visuals in the teaching process can be helpful and beneficial for students. According to Wright, visuals can help students become more engaged and motivated in the learning process.[40] He argues that visuals can provide students with a feeling of the language's context and can serve as a specific reference point or stimulus.

In addition, images are available from various sources found in books, publications, and on the internet. There are several types of images: series of pictures, cue cards, flashcards, posters, and photos, to name a few. This research focuses on using pictures in student worksheets in the control class as conventional learning. A picture series is a collection of photographs depicting various objects. A series of photo consists of three or more images. It helps students in developing ideas for writing a work.

F. Previous Relevant Studies

Some previous research that is similar in using the suggestopedia method in writing class have been many to conduct. The researcher summarizes some previous studies to use them as guidelines for enriching the research.

The first was a study conducted by Juvrianto Chrissunday Jakob, Ahmad Nusi, Hindri Febri Ana Sari.[41] This quantitative study aimed to find the effectiveness of the use of the suggestopedia in developing the writing skills of

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[40] Wright, Andrew. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press.
[41] Juvrianto Chrissunday Jakob, Ahmad Nusi, Hindri Febri Ana Sari. 2021. " Implementing Suggestopedia Learning Method In Developing Writing Ability Of Civil Engineering Students." *Epigram* 18: 26-31.

the first semester students of TKJJ Study Program in the Civil Engineering Department of Politeknik Negeri Ambon. The result of the research showed that the suggestopedia learning method was proven to be able to improve the writing ability of the first semester students of TKJJ Study Program in the Civil Engineering Department of Politeknik Negeri Ambon. It can be concluded that the experimental class taught by the suggestopedia method has better writing ability than the students in the control class who were tutored through the traditional system. It was proved by the rejecting of null thesis (Ho) and accepting of alternative thesis (Hi), after applying of t-test formula of posttest where the t-test value was advanced than the t-table value.

Another study was conducted by Rahmasari Dwimarta, St Y Slamet, Rukayah Rukayah.[42]This was a quasi-experimental research with the goal to find the influence of the suggestopedia strategy on the description writing skills of class four of elementary students. The samples were 5 students from 5 elementary schools. The data collected has been tested by using the *Lilliefors* test to measure normality, and by using the Barlett test to measure homogeneity. ANOVA Two Ways were used to analyze the data, and the test was to measure its influence using Scheffé's. The results from analyzing the data were   a Fobs (A) of 33.0072 and Ftable (A) of 3.931; a Fobs(B) of 22.0552 and Ftable(B) of 3.931; and a Fobs(AB) of 4.2518 and Ftable(AB) of 3.931 until Fobs > Ftable the H0A, H0B, H0AB were not supported. The result from this study was suggestopedia as a strategy could improve students' motivation so that it is significant to improve the students' descriptive writing skills.

Another study was conducted by Rizka Yuliani who was concerned with the development of students' writing skills at SMP N 2 Mranggen who were taught using suggestopedia. The aims of this study are: (1) To determine students' writing abilities, before being taught by the suggestopedia method, (2) To determine students' writing abilities, after being taught by the suggestopedia method, (3) To investigate the differences in students' writing abilities, before and after taught using the suggestopedia method. The research design of this

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[42] Rahmasari Dwimarta, St Y Slamet, Rukayah Rukayah. 2016. "The Effect of Suggestopedia Learning Method on Descriptions Writing Skills of Fourth Grade Elementary Pupils." *proceeding of the International Conference on Teacher Training and Education* II: 270-276.

research was pre-experimental which used the class as an experimental class in class 7B of SMP N 2 Mranggen. The population in this study were seventh-grade students of SMP N 2 Mranggen. Researchers used pre-test and post-test to find out differences in student achievement after being taught by suggestopedia. The instrument of this research is an essay test. The test is to measure students' mastery in writing descriptive texts at SMP N 2 Mranggen. The results showed that there was a significant difference in the descriptive writing skills of the seventh-grade students of SMP N 2 Mranggen in the 2014/2015 academic year after being taught using suggestopedia. This can be seen from the difference in the results of the t-test and t-table. The results of t-table and t-test obtained 2.04 < 12.52 > 2.75. From this result, the t-test is higher than the t-table. In conclusion, teaching using suggestopedia to improve students' writing skills is effective. The fact that students' abilities are increasing and they can make descriptive texts well. This means that using Suggestopedia can help students to improve their writing skills.

The last research related to Suggestopedia was by Tami Asriani[43] to investigate the effectiveness of the Suggestopedia method to improve students' reading comprehension of narrative text at MTsN II Pamulang. The research was conducted at MTsN II Pamulang. The population of the research was the third graders of MTsN II Pamulang were about 328 students. The samples of the research were thirty students. The design used by the researcher was quasi-experiment at class 9.1, and class 9.4 (controlled class). The data were obtained from pre-test and post-test reading from both classes. The result of the statistical hypothesis test showed that tvalue was higher than ttable (2.07>1.68) with a significance level α=0.05. It meant that there was a significant effect of Suggestopedia on students' reading comprehension in the narrative text at the Third Graders of MTsN II Pamulang.

There have been several previous studies on gender and writing that showed the fact that girls perform better than boys in academics, especially in writing. A study conducted by Peterson (2000) that the study examined fourth

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[43] Asriani, Tami. 2015. "The Effectiveness of Suggestopedia on Students' Reading Comprehension in Narrative Text." *Repository UIN Syarif Hidayatullah Jakarta.*

and eighth-grade teachers' and students' perspectives on boys' and girls' relative writing competence and it showed that girls are better at writing than boys. Girls write in more detail, clearer, and have a greater concordance with what they write.[44] Another study conducted by Pajares & Valiante (2001) about gender differences in writing motivation and achievement of high school students with participants 497 students. It found that girls have greater confidence in writing than boys. With more confident in writing, so they are easier to make predictions in their writing competence. Girls have a stronger self-concept in writing, self-efficacy for self-regulation. They are better at writing, doing assignments, and they get higher marks in the language than the boys.[45]

Based on some previous studies above, the researcher is going to apply the suggestopedia method on teaching descriptive writing at the different class levels and with different gender. This research will be applied to the tenth-grade students of senior high school because the researcher wants to know the effectiveness of the suggestopedia method through the experimental class compared with the controlled class (quasi-experiment) and he wants to know the students' achievement in writing with different gender and also the interaction between methods and gender. The subjects will be 71 students of class X of SMAN 1 Nganjuk.

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[44] Peterson, Shelley. 2000. "Grades four and eight students' and teachers' perceptions of girls' and boys' writing competencies." Journal of Literacy and language arts 253-271.
[45] Frank Pajares, Giovanni. 2001. "Gender Differences in Writing Motivation and Achievement of Middle School Students: A Function of Gender Orientation?" Contemporary Educational Psychology 366-381.