



© Hak Cipta milik UIN  
Staf  
nic University of Sultan Syarif Kasim Riau

**THE USE OF SUGGESTOPEDIA METHOD ON STUDENTS'  
WRITING ABILITY IN DESCRIPTIVE TEXT AT NURUL HUDA  
ISLAMIC SENIOR HIGH SCHOOL LUBUK BATU JAYA**

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

BY

**VIVI PUSPITA SARI**

**SIN. 11910420322**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1445 H/2024 M**

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**THE USE OF SUGGESTOPEDIA METHOD ON STUDENTS'  
WRITING ABILITY IN DESCRIPTIVE TEXT AT NURUL HUDA  
ISLAMIC SENIOR HIGH SCHOOL LUBUK BATU JAYA**



UIN SUSKA RIAU

BY

**VIVI PUSPITA SARI**

SIN. 11910420322

Thesis

**Submitted in Partial Fulfillment of the Requirements  
For the Award of Bachelor Degree in English Education  
(S.Pd)**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1445 H/2024 M**



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**STATEMENT OF AUTHENTICITY**

I hereby,

Name : Vivi Puspita Sari  
 Student Number : 11910420322  
 Phone Number : 085354043681  
 Email : [vivipuspita811@gmail.com](mailto:vivipuspita811@gmail.com)  
 Department : English Education  
 Faculty : Education and Teacher Training  
 University : State Islamic University Sultan Syarif Kasim Riau

Certify that this thesis entitled **“THE USE OF SUGGESTOPEDIA METHOD ON STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT NURUL HUDA ISLAMIC SENIOR HIGH SCHOOL”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this thesis. Others’ opinion finding include in this thesis are quoted in accordance with ethical standards.

Pekanbaru, December 15<sup>th</sup>, 2023



Vivi Puspita Sari

SIN. 11910420322





## SUPERVISOR APPROVAL

The thesis entitled "*The use of Suggestopedia Method on students' Writing Ability in Descriptive Text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya*" was written by Vivi Puspita Sari, SIN 1910420322. It has been accepted and approved to be examined on the final examination of an Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, to fulfill one of the requirements for getting an Undergraduate Degree (S.Pd) in Department of English Education.

Pekanbaru, Zulhijjah 14<sup>th</sup>, 1445 H  
December 20<sup>th</sup>, 2023 M

Approved By

The Head of  
English Education

Supervisor

  
Dr. Faurina Anastasia, S.S., M. Hum

NIP. 19810611 200801 2 017

  
Nurdiana, M. Pd

NIP. 19810822 201411 2 003

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**EXAMINERS APPROVAL**

The thesis entitled *The Use of Suggestopedia Method On Students' Writing Ability in Descriptive Text at Nurul Huda Islamic Senior High school Lubuk Batu Jaya* was written by Vivi Puspita Sari, SIN 11910420322. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil Akhir 16<sup>th</sup>, 1445 H/December, 29<sup>th</sup>, 2023 M. is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.

Pekanbaru, Jumadil Akhir 20<sup>th</sup>, 1445 H  
January 2<sup>th</sup>, 2024 M

Examination Committee

Examiner I

Nuardi, M. Ed  
 NIP.198303072009011012

Examiner II

Muhammad Taufik Ihsan, M.Pd  
 NIK.130117005

Examiner III

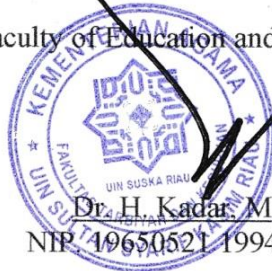
Idham Syahputra, M.Ed  
 NIP.198212262009121004

Examiner IV

Rizki Gushendra, M.Ed  
 NIP.198208282008011008

Dean

Faculty of Education and Teacher Training



Dr. H. Kadar, M. Ag.  
 NIP.196505211994021001

IAU

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ACKNOWLEDGMENT



Praise and gratitude we pray for the presence of Allah SWT, with the grace and guidance and the time and health given the researcher can finish this thesis well. Shalawat with greetings, and remember to pray to Allah's lover, the best man in the world, the Prophet Muhammad SAW, who led us from the realm of darkness to the realm of science as it is now.

With all of my gratitude earnestness from the deep down in my heart, I would like to express my thank fulness to the one and only beloved parents, Mr. Harsono and Mrs. Wasiani and also my siblings Nadiva Izatunnisa and M. Bayu Rohman. The writer is grateful for their infinity hug and love, support, motivation and never ending thank you for praying all days and all nights also both materials and spirituals in accomplishing this thesis. No words can represent how I am grateful for having you all. Ultimately, I got S.Pd as Bachelor Degree in English Education. May Allah Almighty give you all health and heartiness.

The writers' would like to show her gratitude to all the beloved people who have encouraged motivated and even helped the researcher finish the paper.

They are :

1. Prof. Dr. Hairunas, M. Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Prof. Dr. Hj. Helmiati, M. Ag., as Vice Rector I, Dr. H. Mas'ud Zein, M. Pd, as Vice Rector II, Prof. Edi





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**© Hak cipta milik UIN Suska Riau**

**State Islamic University of Sultan Syarif Kasim Riau**

Erwan, S. Pt., M. Sc., Ph., Vice Rector III, and all staff. Thanks for the kindness and the encouragement.

2. Dr. H. Kadar, M. Ag., the Dean Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M. Ag., as the Vice Dean I, Prof.Dr. Zubaidah Amir MZ, M. Pd., as the Vice Dean II, Dr. Amirah Diniaty M. Pd. Kons., as the Vice Dean III, and all staff. Thanks for the kindness and the encouragement.
3. Dr. Faurina Anastasia, S.S M. Hum., the Head of Department of English Education, who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
4. Dr. Nuraisyah Zulkifli, M. Pd., the Secretary of Department of English Education, for her guidance to the students.
5. Nurdiana, M.Pd., the researcher's supervisor of the thesis, who have given me her patience, time, advice, direction, encouragement in completing this thesis.
6. Nuardi, M. Pd., the Academic Supervisor for his guidance to the students.
7. All of the lectures of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who has given knowledge and information of this thesis, and thanks for the contributions and support during the courses.



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### © Hak cipta milik UIN Suska Riau

### State Islamic University of Sultan Syarif Kasim Riau

8. Ari Wahyono, S.Pd.I, the headmaster of MA Nurul Huda Lubuk Batu Jaya, who has helped a lot in completing this thesis.
9. Evri Dahanum, S.Pd., English teacher at MA Nurul Huda Lubuk Batu Jaya who has helped a lot in the data collection process.
10. All of students in the first grade in 2022/2023. Thank you so much for the participating in this research.
11. My beloved husband, Rama Oktavindo and my baby who always give her support all of the time.
12. All of my best friends, Yuandira, S.Pd, Windasari, S.Pd, Elvita Sari, S.Pd, Rahma Winda, S.Pd, Elisya Febriyanti Siregar, S.Pd, Celine Nenda Febia, S.Pd, and Hermania S.Pd, who always give me a lot of love and support and help me for finish this thesis. Thank you for all of the story that we share each other full of happiness.
13. All friends in the English Department, especially all of the members of C-Class. Thank you for supporting and motivating me to finish this thesis.
14. All of the people who cannot the researcher mention one by one who have the role of finishing this thesis. Thank you so much.
15. Last but not least, I would like to thank myself for being strong, patient, and not giving up on completing this thesis. Because in every situation that makes our life under pressured, there is always a simple reason to survive. Keep healthy and always be strong, Vivi Puspita Sari!



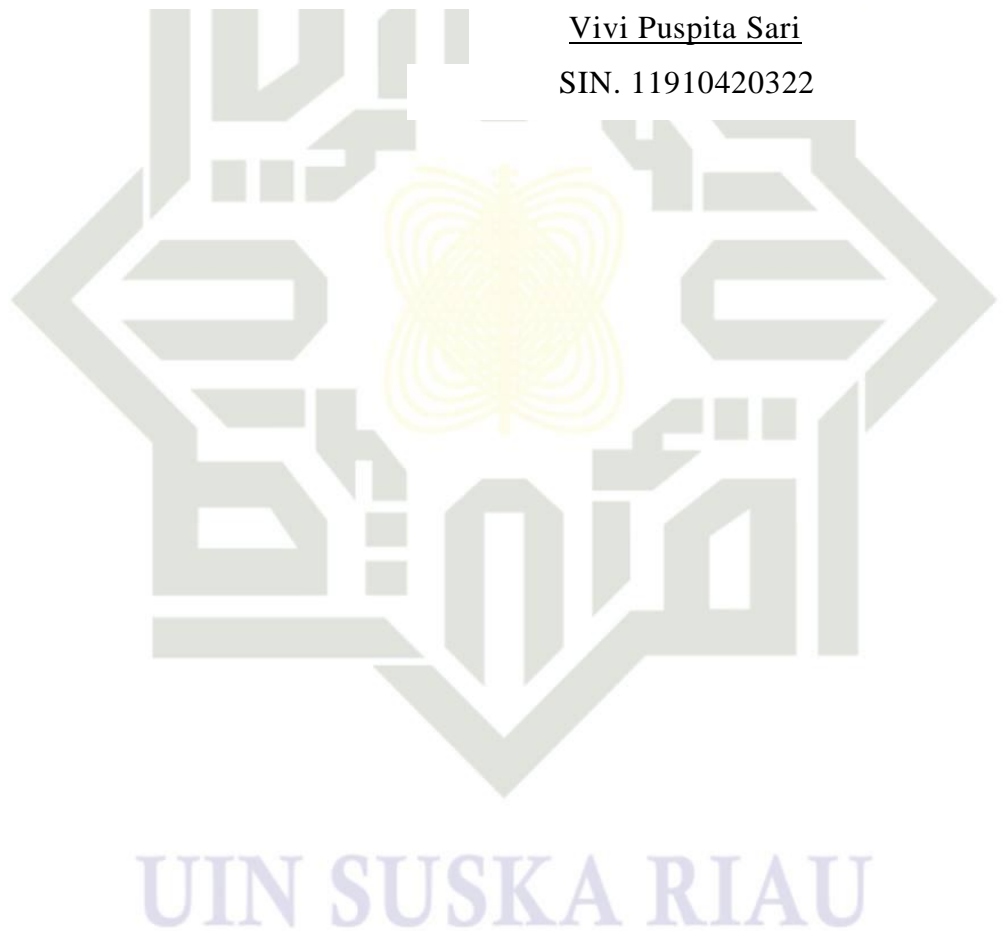
**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Finally, the writer realizes that this thesis is still far from perfection. Perfection only belongs to Allah. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, December 20<sup>th</sup>, 2023

Vivi Puspita Sari  
SIN. 11910420322





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ABSTRACT

### **Vivi Puspita Sari, (2023): The use of Suggestopedia Method on Students' Writing Ability in Descriptive Text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya**

This research was conducted based on the problems faced by students in writing. The main focus of this research is to find out the use of suggestopedia method on the ability to write descriptive text of MA Nurul Huda Lubuk Batu Jaya students. Therefore, this study aims to determine the ability to write descriptive paragraphs of students before being taught using the suggestopedia method and after being taught with the suggestopedia method of class X MA Nurul Huda Lubuk Batu Jaya. In this pre-experimental research, the writer used cluster random sampling technique as the sampling technique. The total population was 41 students. Where class X IPA there are 20 students as a sample of 41 students. In collecting data, the author used a written test. The results of data analysis showed a clear difference in the ability to write descriptive paragraphs of students who were taught and not taught using the Suggestopedia Method where, sig (2-tailed) 0.001. It can be stated that 0.001 has a value less than 0.05. This means that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. So it can be concluded that there is a significant effect in students' writing ability before and after being taught by suggestopedia method.

## ABSTRAK

### Vivi Puspita Sari, (2023): Penggunaan Metode Suggestopedia terhadap kemampuan menulis Teks Deskriptif Siswa MA Nurul Huda Lubuk Batu Jaya

Penelitian ini dilaksanakan berdasarkan permasalahan yang dihadapi siswa dalam menulis. Fokus utama dari penelitian ini adalah untuk mengetahui penggunaan metode suggestopedia terhadap kemampuan menulis teks deskriptif siswa MA Nurul Huda Lubuk Batu Jaya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui kemampuan menulis paragraf deskriptif siswa sebelum diajar dengan menggunakan metode suggestopedia dan setelah diajarkan dengan metode suggestopedia kelas X MA Nurul Huda Lubuk Batu Jaya. Dalam penelitian *pre-experimental* ini, penulis menggunakan teknik cluster random sampling sebagai teknik pengambilan sampel. Total keseluruhan populasi sebanyak 41 siswa. Dimana kelas X IPA ada 20 siswa sebagai sampel dari 41 siswa. Dalam mengumpulkan data, penulis menggunakan tes tulis. Hasil analisis data menunjukkan adanya perbedaan yang jelas terhadap kemampuan menulis paragraf deskriptif siswa yang diajarkan dan tidak diajarkan dengan menggunakan Metode Suggestopedia dimana, *sig (2-tailed)* 0,001. Dapat dinyatakan bahwa 0,001 memiliki nilai kurang dari 0,05. Hal ini berarti hipotesis nol ( $H_0$ ) ditolak, sedangkan hipotesis alternatif ( $H_a$ ) diterima. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada kemampuan menulis siswa sebelum dan sesudah diajar dengan metode suggestopedia.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
<b>Daftar Isi</b> .....	<b>ix</b>
<b>LIST OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF APENDICES</b> .....	<b>xiv</b>
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	5
E. Objectives of the Research .....	5
F. Significance of the research .....	6
G. Definition of the Terms .....	6
<b>CHAPTER II : LITERATURE REVIEW</b> .....	<b>8</b>
A. Theorical Framework .....	8
1. Suggestopedia .....	8
2. Writing.....	15

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

3. Descriptive Text.....	23
B. Relevant Research .....	25
C. Operational Concept .....	27
1. The Indicators of Variable X.....	27
2. The Indicators of Variable Y.....	28
D. Assumption .....	28
E. hypothesis .....	28
<b>CHAPTER III : RESEARCH METHOD.....</b>	<b>29</b>
A. Research Design.....	29
B. Time and Location of the Research.....	30
C. Subject and Object of the Research.....	30
a. Subject of the Research.....	30
b. Object of the Research.....	31
D. Population and Sample of the Research.....	31
a. Population .....	31
b. Sample .....	32
E. Technique of Collecting Data.....	33
1. Test.....	33
a. Pre-test .....	33
b. Treatment.....	33
c. Post-test.....	34
2. Validity .....	34
3. Realibility.....	34



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

F. Technique of Data Analysis .....	35
<b>CHAPTER IV: FINDINGS AND DISCUSSION.....</b>	<b>37</b>
A. Findings .....	37
B. Discussion .....	48
<b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b>	<b>50</b>
A. Conclusion.....	50
B. Suggestion .....	51
<b>REFERENCES .....</b>	<b>53</b>
<b>APPENDICES</b>	
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**LIST OF TABLES**

Table III.1	The Research Design .....	30
Table III.2	Table Population of The Research.....	32
Table III.3	Sample of the researcch.....	33
Table III.4	The specification of the test.....	35
Table IV.1	The Students' Score of the Pre-Test.....	38
Table IV.2	The Frequency Score of the Pre-Test .....	39
Table IV.3	The Score Classification of Students' .....	40
Table IV.4	The Students' Scores of the Post-Test .....	41
Table IV.5	The Frequency Score of Post test.....	42
Table IV.6	The Score Classification of Students' .....	43
Table IV.7	The Description of experimental class pre test and post test .....	45
Table IV.8	The Normality Test .....	46
Table IV.9	The result of the Paired Sample T-test.....	47

## LIST OF APPENDICES

- Appendix 1 Syllabus and Lesson Plan of Tenth-Grade Students at MA Nurul Huda Lubuk Batu Jaya
- Appendix 2 Instrument of The Research
- Appendix 3 Recommendation Letters
- Appendix 4 Documentation

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Writing is an act that produces thoughts, ideas, or feelings into written form. many people can express ideas, opinions by writing. students must master writing skills because writing is an important role in English as a second language (ESL) or English as a Foreign Language (EFL) learning. According to Hegarty (2000), Writing takes up the least of our time; it is by far the most complex and difficult language arts skill to master. Then, MC Donald (2002) also states that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.

According to Rass in Ismail (2018), “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues, such as content, organization, purpose, audience, vocabulary and mechanics as well as punctuation, spelling, and capitalization”. In expressing idea, it should consider many aspects that will support writing, such as, the relationship between topic, idea and context, correct grammar, good spelling, mechanics, and vocabulary, Husna (2013).

The purposes of learning writing in the curriculum of the senior high school such as The students are able to convey their thought in the written form by using exact language variation easily and correctly in the



form of descriptive, narrative, recount, procedure, and report. For especially the tenth grade, they are expected to be able to write descriptive texts. The students should be able to make a sentence in the form of simple present tense and improve their idea into descriptive text.

Based on preliminary study by interviewing English Teachers at Nurul Huda Islamic Senior High School Lubuk Batu Jaya, the teacher said that the some of the students are still got difficulties in writing descriptive text in English because students are confused to choose what object would they describe. According to their teacher, it happened because students less interest in learning English. In addition, the method has not been applied yet especially in teaching writing. Based on the mentioned argument, the researcher attempts to adopt an suggestopedia method in teaching.

Thus, the writer found some phenomena as follows : The other problems in English writing there are, such as the students have low motivation, the students have lack vocabularies, also they have difficulties to explore their idea in English descriptive writing, they are confused to arrange grammatical sentence, and punctuation.

Based on the problems above, the researcher wants to solve the problems by using Suggestopedia Method. It refers to teach by method that emphasized learning relaxly while listening few instrument musics. Most of these in the field of target language learning, this method has been applied in various ways of studies. Lozanov explained that teacher is able

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



to practice language learning by this one way only three to five times as fast as usual methods. The researcher wants to use one of the methods in teaching writing. It is a method developed by Georgi Lozanov, the Bulgarian psychologist and educator, in 1975. He created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material. By using kind of method, memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods. This method is very useful for the students to improve four basic English skills.

Based on the problems above, the researcher wants to solve the problems by using Suggestopedia Method. It refers to teach by method that emphasized learning relaxly while listening few instrument musics. Suggestopedia is defined as one of the methods of teaching which conducted by Georgi Lozanov who is the Bulgarian psychotherapist based on the research of suggestology. Most of these in the field of target language learning, this method has been applied in various ways of studies. Lozanov explained that teacher is able to practice language learning by this one way only three to five times as fast as usual methods.

In the 1970s, the theory used positive suggestion in teaching when this method was expanded. As improved, somehow, it has paid attention more on “desuggestive learning” and now is often mentioned by “desuggestopedia”. Krashen argues while he has tried to agree the Suggestopedia system, as the researcher comprehend it, into the schema,

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





and have omitted mention of several aspects of Suggestopedia philosophy that its instructors would certainly consider to be very important, it means that Suggestopedia comes very close to completely matching the requirements for optimal input.

This study tries to present a suggestion as a way to improve the learners' writing descriptive text. The teaching of writing descriptive text should be relaxive and attractive so that it could get effective learning outcomes and it must be efforted to minimize those emphasis on their learning process.

### **B. Identification of the Problem**

Based on the background of the study, it was identified that the students' problem comes from students' understand about writing descriptive text, the students not able to express their idea in writing descriptive text, the students unable to write based on the generic structure of descriptive text, the students unable to write the descriptive text with the clear information, the students unable to write a good text based on mechanic in wrting English such us spelling, punctuation, and capitalization. Besides, in the process of teaching and learning the problem also comes from the media the teacher use only taken from English textbook in that school. The media that they seen just picture in the English textbook. So, it make the students became bored and lack of interest. To solve those problem, it might use suggestopedia.

#### **Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**C. Limitation of the Problem**

After identifying the problem stated above which has indicated the problem. In this case this research focused on the use of suggestopedia method on students' writing ability in descriptive text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya.

**D. Formulation of the Problem**

Based on the problem depicted in the background of the problem, The researcher well identify :

1. How are students' writing ability descriptive text before by using suggestopedia at Nurul Huda Islamic Senior High School?
2. How are students' writing ability descriptive text after by using suggestopedia at Nurul Huda Islamic Senior High School?
3. Is there any significant effect of using suggestopedia method at Nurul Huda Islamic Senior High School?

**E. Objective of the Research**

- a. To investigate students' writing ability in descriptive text before by using suggestopedia method at Nurul Huda Islamic Senior High School Lubuk Batu Jaya.
- b. To investigate students' writing ability in descriptive text after by using suggestopedia method at Nurul Huda Islamic Senior High School Lubuk Batu Jaya.



- c. To investigate the significant effect of students' writing ability in descriptive text which were being taught by using suggestopedia method at Nurul Huda Islamic Senior High School Lubuk Batu Jaya.

#### F. Significant of the Research

The researcher hopes this research can give some benefits to the process of teaching and learning in English. This study has two forms of significance, namely: practical and theoretical significance. By using suggestopedia method in learning English, especially in teaching writing, it can make some differences in students' writing abilities. Practically the use of suggestopedia method can be useful in the learning process, using this technique can help teachers convey learning material easily so that teachers no longer use monotonous learning techniques in teaching. So, the results of this research can help students enhance their writing. This research also beneficial as a reference or source of information for other researcher related to the same field with this research.

#### G. Definition of The Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to the writer to define the following terms :

##### 1. Suggestopedia Method

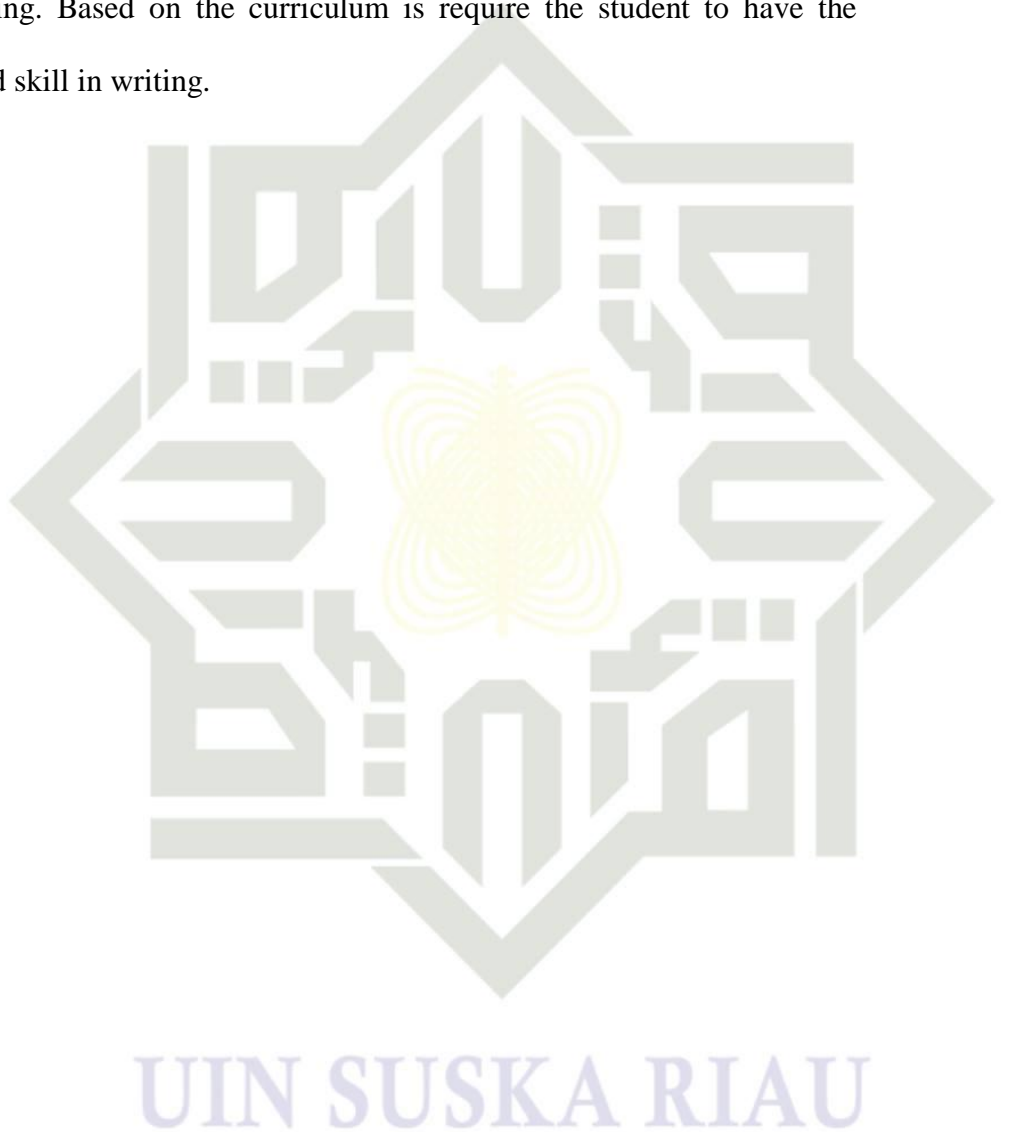
According to Wicaksono and Rosa (2015) Suggestopedia method is a method that is based on modern understanding of how the human brain works and how we will learn effectively.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 2. Writing ability

Writing ability is skill or power, Oxford (2008) skill is something that can do by someone based on the knowledge. Students' ability in writing is student skill in writing process until they can produce the writing. Based on the curriculum is require the student to have the good skill in writing.



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Suggestopedia

Suggestopedia is a method of language teaching developed by Georgi Lezanov, the Bulgarian psychologist and educator in 1970. Lezanov believes that in the learning process the students use an unconscious mind by giving positive suggestion to make the students relax and concentrate. Using music rhythm is used in the teaching learning process Harmer (2001). This method applies the influence of suggestion of human behavior. It was supported by Rodríguez (2011), Suggestopedia is a method deals with concentration and relaxation to get a maximum understand of the material that given by the teachers.

Giving motivation for students is one of the characteristics of Suggestopedia method to make students relaxed and comfortable during read a text. In the Suggestopedia method, Students' feeling have an important place. Venkanna & Glorry (2015) added that the effect of physical surrounding and pleasant atmosphere of the classroom can make the students relaxed, confident and comfortable in reading the text because they do not feel under pressure to learn in the classroom. The purpose of this method is to make the students relax and enjoy during the learning process. Music in the learning



process background helps to make students focus and concentrate to the material.

Thus, it can be concluded that Suggestopedia is a good method for students to improve their comprehension during the reading activity in the classroom with relaxed and comfortable situation in the learning process. Lozanov (2005) justified that there are three procedures of Suggestopedia method. The purpose of this stage is to help students to relax, enjoy and move into a positive frame of mind. In addition, the teacher arranges the students' seats in a comfortable way and gives the students information about the objectives of the learning.

Lozanov divided this session into two parts namely, active concert and passive concert. Active concert involves the active presentation of the material to be learnt. Here, the teacher uses some classical music or instrument and he or she reads the text in the harmony with the musical phrases. Passive concert invites the students to relax, close their books and listen to classical music by reading a text very quietly. The practice stage is given on the day after the passive session. According to Kharismawati (2014), in the practice stage, the teacher does not something stressful for students.

Based on that explanation, in suggestopedia method, the students get a relaxed and pleasant but directed state as the optimum state for learning process. The teacher makes the relaxed state by

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

using rhythmic music, positive suggestion or using some pictures and or colorful poster as the instruments. The purposes of this method are to make students enjoy and comfortable through out learning process takes place with the positive suggestion to build effectiveness in learning.

### **The Principles of suggestopedia**

According to Larsen-Freeman (2000) divides some principles of suggestopedia method such as :

- a. The teacher aim is to accelerate the process by where students learn to use a foreign language everyday in communication.
- b. The teacher is the authority in the classroom. The students believe the teacher so they feel more confident.
- c. The characteristics of the teaching learning process like :
  - 1) The class is bright and very glad.
  - 2) Students choose target language names and choose new characters that provide in some pictures.
  - 3) Using text or conversation in the target and native language.
- d. The teacher starts interactions with the overall group of students and with individual right from the initial of a language course. The students have more manage of the target language and can receive more exactly and even initiate interaction themselves.

#### **Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- e. A great agreement of concern is given to students' feelings in this method.
- f. Language is the first of two level in the two-level process of communication. The culture which students learn about everyday life of people who talk the language.
- g. Vocabulary and communicatively are emphasized.
- h. Native language is used when needed.
- i. Evaluation not often is developed on students' normal in-class performance and not through formal tests.
- j. Errors are corrected gently, with teacher using a soft voice.

**The advantages of suggestopedia**

Here is a following listing of the strengths of Suggestopedia as an effective teaching method in a classroom setting based upon the literature consisted of :

- a. Many factors of Suggestopedia can be adapted to the communicative classroom without its extensive acceptance. A relaxed, stress-free mind will help students being confidence. Many techniques found in Suggestopedia foster meaningful interaction in the classroom. "And probably we should never underestimate the 'super-learning' powers of the human brain".
- b. Lozanov's research is of particular interest to language teachers because he developed and tested his theory in actual language classrooms, and not just in experiments with limited scope.





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. Suggestopedia has given the language teaching profession many valuable insights into the untapped power of the brain, the benefits of induced relaxation methods in the classroom, such as the use music as both a sign and as a stimulus to learn.
- d. Some principles in Suggestopedia may be successfully adapted to the America classroom: a) the more competence a teacher exhibits, the more secure the students will be and thus the more that they will learn, b) the less tense students are and the more that they are convinced of their own capacity for learning, the greater and the swifter will the learning.
- e. The principal value of Suggestopedia is that it helps students to overcome important personal psychological obstacles to learning a foreign or second language.

#### Technique of Suggestopedia Method

Larsen-Freeman provides expanded descriptions of some of the common typical technique closely associated with suggestopedia's appeal as a teaching method, such as:

- a. Classroom Set-up  
Emphasis is placed on creating a physical environment that does not "feel" like a normal classroom, making students feel as relaxed and comfortable as possible.
- b. Peripheral Learning



Students may absorb information “effortlessly” when it is perceived as part of the environment, rather than as material “to be attend to”. “Peripheral” learning is encouraged through the presence of posters and decorations featuring targeted language features.

c. Positive Suggestion

Teachers appeal to students’ consciousness and sub-consciousness in order to better orchestrate “suggestive” factors involved in the learning situation. The teacher assumes a role of complete authority in the classroom.

d. Visualization

Students are asked to close their eyes and visualize scenes and events, to help them relax, facilitate positive suggestion and encourage creativity. Self-perceived and psychological barriers to learners’ potential to learn are “de-suggested” during this stage.

e. Choice of New Identity

Students select a target language name and or occupation that places them “inside the language they are learning. Students are encouraged to be child-like, take “mental trips with the teacher’ in order to become more suggestible.

f. Role playing

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students pretend temporarily that they are someone else and perform in a role using the target language.

g. First Concert

Teacher does a slow, dramatic reading of the dialogue synchronized in intonation with classical music. Baroque music is played softly in the background to increase mental relaxation and potential to take in and retain new material during the lesson. Students work form lengthy dialogs in the target language, with an accompanying translation provided into the student's native language.

h. Second Concert

Students put aside their scripts and teacher reads at a normal speed according to the content, not to the tempo of the accompanying pre-Classical or Baroque music- this typically ends the class for the day.

i. Primary Activation

Students 'playfully' reread the target language out loud (individually or in groups).

j. Secondary Activation

Students engage in various activities designed to help the students learn material and use it more spontaneously.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**The Procedure of Using Suggestopedia**

According to Larsen-Freeman (2000) divides some procedures of suggestopedia method such as :

1. The teacher distributes the text that teacher has prepared.
2. The teacher reads the text with classic music played. The teacher reads in the expressive way.
3. The teacher suggests the students to put down their script and just listen.
4. The teacher explains to the students about the text.
5. The teacher should ask the students to make their own text.
6. In the end of the class there is no homework for the students.

**2. Writing**

According to Landmarks et. al (2002) writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words into paper.

According to Brown (2007), written language shows so subtle and subconscious in a native speaker that oral language means, as contrast, actually mechanical and structural. Language becomes distinctly human through its nonverbal measurement, or what Edward Hall named the “silent language”. The expression of culture is very limited in nonverbal communication that the barriers to culture learning are more nonverbal than verbal.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Writing is the colors of expressions, Through writing, students can express their ideas, their feeling, their hopes, and etc. Writing for some writers has different purposes. No matter what kinds of students do, they should have a specific and a clear object. In literary writing, for example the purpose is often to entertain, whereas journalistic writing usually intends to inform or persuade Syafi'i (2013).

According to Flynn and Stainthrop (2006) writing is a complex process, writers have to think hard to express what is on their minds, then represented it in the form of the text.

Writing is a slightly complicated language skill students to learn. The opposite of talking, don't spend a lot of time thinking because talking can result spontaneously. This is in accordance with Harmer (2007) which states that writing is activities that require time to think. Different from spontaneous conversation activities do not took a long time to think.

Based on some theories above, it may conclude that writing is one of the important skills in learning language This skills requires the learners to know, express or to organize the ideas and thought. By using writing, we can share our idea, feeling or anything existing in our mind.

**Assesment of Writing ability**

According to Hyland (2007) assessment refers to the variety of ways used to collect information on a learner's language ability or





achievement. Without the information gained from assessment, it would be difficult to identify the gap between students current and target performance and to help them progress.

Moreover, Oshima and Hogue (2007) describe that the successful of writing can be shown from its completeness of some writing aspects. Those writing aspects can be described as follows :

- 1) Format refers to the rules and styles in writing skills (margin).
- 2) Mechanics refers to the use of correct spelling and punctuation. Incorrect spelling and punctuation will make the different sense of writing.
- 3) Organization refers to the logical information of the content (coherence).
- 4) It contains an arrangement sentences which are being written and the sentences should goes smoothly, Grammar and sentence structure refers to the use of correct grammar and how it is used to combine and organize the words into phrases and sentences.

The indicators of writing, according to Brown (2007), there are some indicators as follows :

1. The students are able to write content clearly.
2. The students are able to use organization correctly.
3. The students are able to use language use correctly.
4. The students are able to use vocabulary appropriately.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

5. The students are able to apply the mechanic (spelling, punctuation and capitalization) correctly.

### 3. Descriptive Text

#### Definition of Descriptive Text

Mc Donald (2002) states that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. According to Andrew (1994), descriptive text is a white form that has purposes to develop the knowledge and experiment of the reader to describe the reality object. Wiley (2010) says “ability is quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something. It means that ability is skill or power by someone in doing something.

From the theory of writing descriptive text ability, the researcher conclude that, writing descriptive text ability is the quality of students to write a descriptive text based on reality object.

#### The Purpose of descriptive text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. The purpose of Descriptive text :

- 1) To describe person, thing or place in specific
- 2) To describe a particular person, thing or place.

#### Language Features of Descriptive Text

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 1) Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- 2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepera, etc.
- 3) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- 4) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

**Generic Structure of Descriptive Text**

## 1) Identification

In this part the writer must be introduce particular person, thing, or place, Hornbill (2017).

## 2) Description

It describes the parts, the qualities, and the characteristic of phenomenon. In this part, the writer can describe about habit, behavior, shape or feature of person, thing, place or animal, Efrianti (2015).

The Example of writing Descriptive Text





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Identification :** I have a toy. It is a doll, a bear doll, and I call it Teddy.

Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

**Description :**

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

Resource from Wardani, Basri, & Waris (2014).

#### B. Relevant Research

In this research , the reseracher only chooses two relevant research related to this research. The research conducted by Rizka Yuliani (2015) entitled "The Use of Suggestopedia to Develop Students' Writing Skill in English : A Case of the Seventh Grade Students of SMP N 2 Mranggen". The result of this research shows that there is significant improvement students ability in writing ability. The result showed that There is significant difference in writing skill on descriptive text of the seventh grade students of SMPN 2 Mranggen in the academic year 2014/2015 after and before they had been taught by using suggestopedia. It can be





seen from the result difference of  $t_{test}$  and  $t_{table}$ . The result of  $t_{table}$  and  $t_{test}$  is got  $2,04 > 2,75$ . From this result  $t_{test}$  is higher than  $t_{table}$ . In conclusion, teaching using suggestopedia to improve students' writing skill is effective. The fact that, the students ability increased and they can make a descriptive text well.

The second research conducted by Vebriana Setia Deny (2016) entitled "Suggestopedia Method on improving Students Reading Comprehension". This research was conducted at SMPN 8 Banda Aceh. The researcher used one group pre-test and post-test design. The tests consisted of multiple choice questions of narrative texts. The technique of data analysis, the researcher used statistical formula. The mean score of pre-test was (53.18) and the post test was (79.09). The finding showed that the improvement of the mean was 25.91. The critical value of 0.05 significant level was 2.080 and degree of freedom was 21. T-test 4.197 was higher than t-table (2.080). As a result, Suggestopedia method can improve the students reading comprehension in narrative text particularly at the VIII-1 of SMPN 8 Banda Aceh.

Based on the researchers above, it can be concluded this research also similar which related with the using of suggestopedia method toward English language teaching. In the previous researches above, the researchers used different kinds of text in writing. So, the difference of this research with the previous is the student level in the school and the text will use is descriptive text.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**C. Operational Concept**

In order to clarify the theories that are used in this research, the researcher want to explain about the variable of this research. This research is quantitative research which focuses on the use of suggestopedia method on students' writing ability in descriptive text at Nurul Huda Islamic Senior High school Lubuk Batu Jaya. To operate the research on the variable, the researcher will conduct based on following indicator according to some latest research which related to the topic of this research. The operational concept is used to clarify the theories used in the research. There are two variable used, they are variable X and variable Y.

Suggestopedia method is an independent variable known as variable X and students' writing ability is a dependent variable known as variable Y. The indicators are as follows:

1. Variable X : Suggestopedia method.

The indicator of (x) variable as procedure of suggestopedia method in writing descriptive text according to Larsen-Freeman (2000) as follows:

- 1) The teacher distributes the text that teacher has prepared.
- 2) The teacher reads the text with classic music played. The teacher reads in the expressive way.
- 3) The teacher suggests the students to put down their script and just listen.



- Hak Cipta Diindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

- 4) The teacher explains to the students about the text.
  - 5) The teacher should ask the students to make their own text.
  - 6) In the end of the class there is no homework for the students.
2. Variable Y : writing ability in descriptive text.

The indicator of variable Y according to Brown, (2007) :

1. The students are able to write content clearly.
2. The students are able to use organization correctly.
3. The students are able to use language use correctly.
4. The students are able to use vocabulary appropriately.
5. The students are able to apply the mechanic (spelling, punctuation and capitalization) correctly.

#### **D. Assumptions**

In this research, assumption by the researcher was the students got better writing ability after using suggestopedia method.

#### **E. Hypothesis**

Ho : there was no significant effect of using suggestopedia method on students' writing ability in descriptive text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya.

Ha : there was significant effect of using suggestopedia method on students' writing ability in descriptive text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III RESEARCH METHOD

### A. Research Design

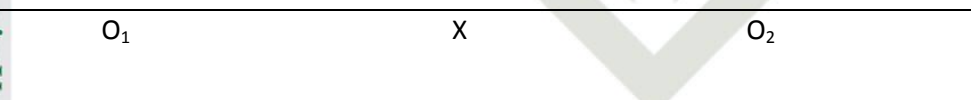
This research focuses on quantitative research. According to Creswell (2012) an experimental design is the traditional approach to conducting quantitative research. The method of the research was a pre-experimental research which was the one-group pretest-posttest design.

The study was conducted as a pre-experimental design with one group pre-test and post test. This design associated one group as pre-test ( $O_1$ ), exposes to treatment (X), and post-test ( $O_2$ ).

The objectives of the research was to investigate The use of suggestopedia method on students' writing ability in descriptive text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya. In this research, there are two variables.

**Table III.1**

**Pre-experimental Design**



Notations :

$O_1$  : Pre-test score

X : Treatment

$O_2$  : Post-test score

(Soegiyono, 2011)



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Based on the explanation above, the researcher concluded that a pre-experimental research was considered relevant to the present research because it was involved the data collection for presenting the significant effect of using suggestopedia method to enhance students' writing ability which the sample only one group with pre-test and post-test.

### B. Time and Location of the Research

This research was conducted on September to December in academic year 2022/2023. The research was conducted at Nurul Huda Islamic Senior High School Lubuk Batu Jaya, Indragiri Hulu, Riau.

### C. Subject and Object of the Research

#### 1. Subject

The subject of this research was the first grade of Nurul Huda Islamis Senior High School.

#### 2. Object

The object of this research was The use of suggestopedia method on students' writing ability in descriptive text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya.

### D. Population and Sample of The Research

#### 1. Population

Population is a group of individuals who have same characteristics. According to Creswell (2012), a the target population (or sampling frame) is a group of individuals (or a group of organizations) with the some common definitions characteristics that

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

can be identified and studied by researchers. The target of population in this research was the first grade-students of Nurul Huda Islamic Senior High School Lubuk Batu Jaya in 2022-2023 academic year which consist of two classes, they are include 41 students. The information of the population in this research can be seen in these table below :

**Table III.2**  
**Population of the research**

No	Class	Total of students
1.	X IPA	20
2.	X IPS	21
	Total of Population	41

**2. Sample**

Sample is a group on which information obtained, Fraenkel, Wallen, & Hyun (2010). The sample is considered representative of the population whose results represent the overall observed symptoms. Creswell (2012) shows that the sample is a population whose data can be obtained from research. Based on the population, the researcher took one class only as sample of the research, Since the

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

design of the research was referred to single group, the researcher chose X IPA with 20 students as the sample to observe by using cluster sampling.

**Table III.3**  
**Sample of the researcch**

No.	Classes	Total of Students
1	X IPA	20
Total of sample		20

**E. Technique of Collecting Data**

To collect data in this study, researcher used the test as a research instrument. This test was conducted to determine the level of students' writing ability. The test was carried out twice, the first is a pre-test which was carried out before students are given treatment, and the second is a post-test which was given after being given treatment. This is intended so that researcher obtain results from the writing ability of class X students of Nurul Huda Islamic Senior High School Lubuk Batu Jaya.

**1. Writing test****a. Pre-test**

Pre-test was given before the treatment. Pre-test or initial reflection was intended to assess the pre-existing writing descriptive text of the subjects which was administered in the first meeting before the researcher conducted the research through picture in the classroom.





#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### b. Post-test

Post-test was examined to the students after implementing the Suggestopedia method in teaching writing skill as a treatment in order to know the improvement of student's achievements before and after giving the treatment. The writer analyzed the differences between mean of pre-test and two evaluations of test scores.

## 2. Validity

In this research, the researcher used content validity. According to Heaton (1988), the validity of a test refers to appropriateness of a given test or any of its component parts as the measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what is supposed to measure. Referring to Brown (2004) content validity is partly a matter of determining if the content that instrument contains is an adequate sample of the domain of content it is supposed to represent. Thus, the test was given based on the material studied by the students. To find out the validity of instrument, the researcher calculated it by using SPSS.

## 3. Reability

According to Brown (2003), a test would be reliable if it given on two different occasions, the test will yield similar result. It means that the instrument used should be consistent and dependable. There are some factors influencing the reliability of the test result. They are students-related reliability, rater reliability (inter-rater reliability and



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

intra-rater reliability), test administration and test reliability (Brown, 2004). In this case, the researcher used rater reliability especially inter-rater reliability because the score gotten from the test was evaluated by two raters, of course, the score given were different. The reliability test was carried out using SPSS.

The scores of pre-test and post-test classes were measured by using the writing assessment. The classification of students' score is as follows :

**Table III.4**  
**The Classification**

No.	Classification	Category
1.	84-100	Very good to excellent
2.	67-83	Average to good
3.	51-66	Poor to fair
4.	34-50	Very poor

The students' writing ability in descriptive text can be measured by using writing assessment. The assessment can be seen as follows :

Level	Score	Criteria
Content	27-30	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, through development of ideas, relevant to assigned topic
	22-26	<b>GOOD TO AVERAGE:</b> some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	<b>FAIR TO POOR:</b> limited knowledge of subject, little substance, inadequate development of ideas

	13-16	<b>VERY POOR:</b> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/supported, succinct, wellorganized, logical sequencing, cohesive
	14-17	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10-13	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	7-9	<b>VERY POOR:</b> does not communicate, no organization, not enough to evaluate
Vocabulary	18-20	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	<b>FAIR TO POOR:</b> limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	7-9	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary
Language Use	22-25	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	18-21	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	11-17	<b>FAIR TO POOR:</b> major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, runons, deletions, meaning confused or obscured.
	5-10	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>VERY POOR:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III.5**  
**The specification of the test**

No.	Writing skill	The highest score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Syntax	25
5.	Mechanics	5
	Total	100

Adopted from Brown (2002)

### F. The Technique of Analyzing the Data

After collecting the data, the researcher analyzed by using descriptive analysis. The researcher used score of pre-test and post-test of experimental as well as and control design. Specifically, to analyze the data, the researcher compared the results scores of the pre-test and posttest using independent t-test by using SPSS 22.0 version.

According to Pallant (2010), paired samples t test is used when you want to compare the mean scores for the same group of people on two different occasions, or when you have matched pairs. So the researcher used paired samples t-test to compare the mean score of the same group on difference occasions; pre-test and post-test score. means, it used to determine whether or not there is significant difference at a selected

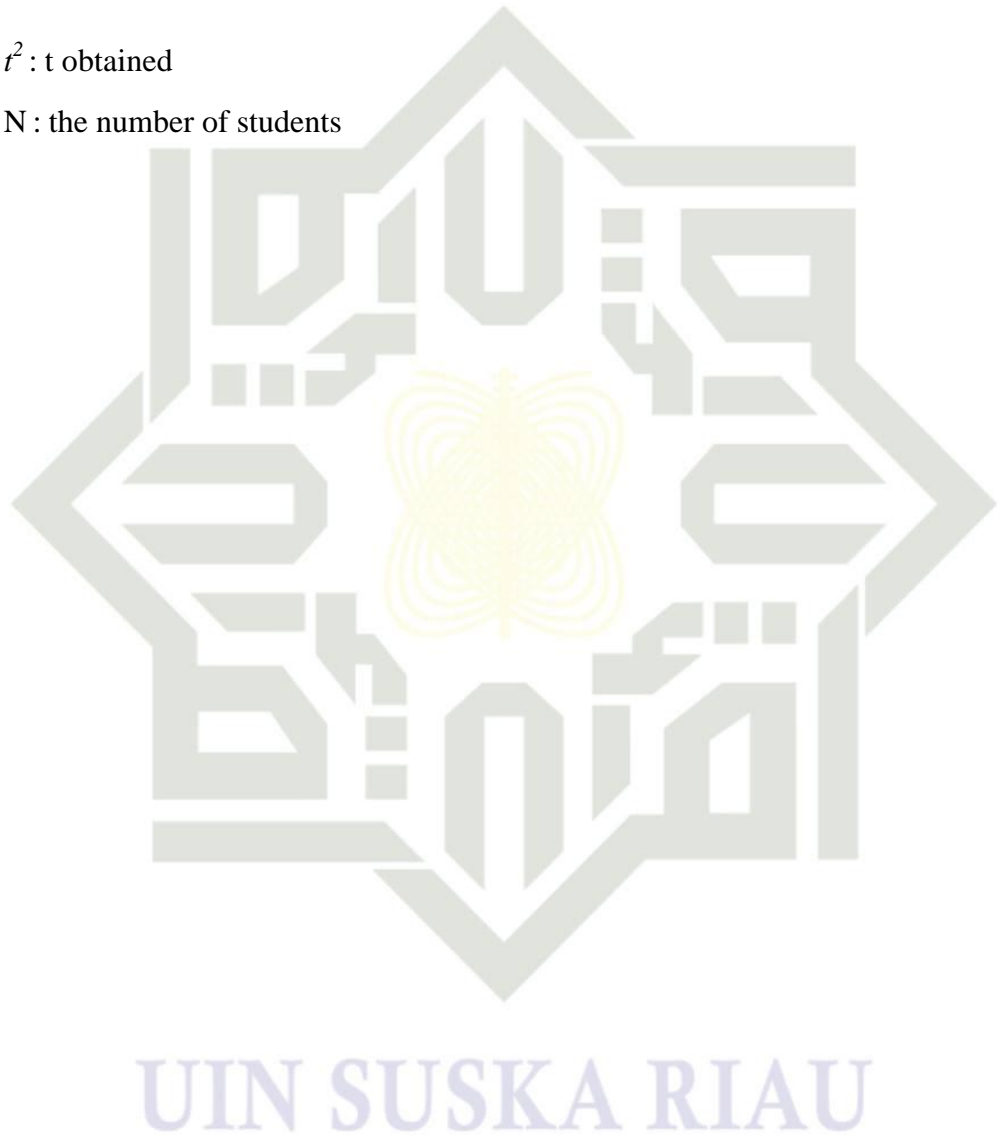


groups. The effect size statistics used in this research is eta squared. The formula of eta squared is as follows :

$$Eta\ Squared = \frac{t^2}{t^2 + (N - 1)}$$

$t^2$  : t obtained

N : the number of students



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A CONCLUSION

The purpose of this study was to determine whether or not the use of suggestopedia method had significant effects on the tenth grade at MA Nurul Huda Lubuk Batu Jaya writing ability. According on what was discussed, shown, and evaluated in the previous chapter, the researcher shows the following conclusions :

1. The researcher concluded that the average score of the students' Writing Ability before taught using suggestopedia was at excellent and good category.
2. The researcher concluded that the average score of the students' Writing Ability in after being taught by using suggestopedia was at excellent category.
3.  $H_a$  is accepted because  $0.001 < 0.05$ . It means that the variance of the population is not identical. From the output above, it also can be seen that the sig (2-tailed) value is It can be stated that  $0.001 < 0.05$ . It means that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded  $H_a$  is accepted and  $H_0$  is rejected. In conclusion, significant different between the students' writing Ability before and after being taught by using suggestopedia. The effect size for the difference above was 0.27711037 or 0.28 or 28%, therefore the researcher can conclude that there was a large effect.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## © Hak cipta milik UIN Suska Riau

### B. SUGGESTION

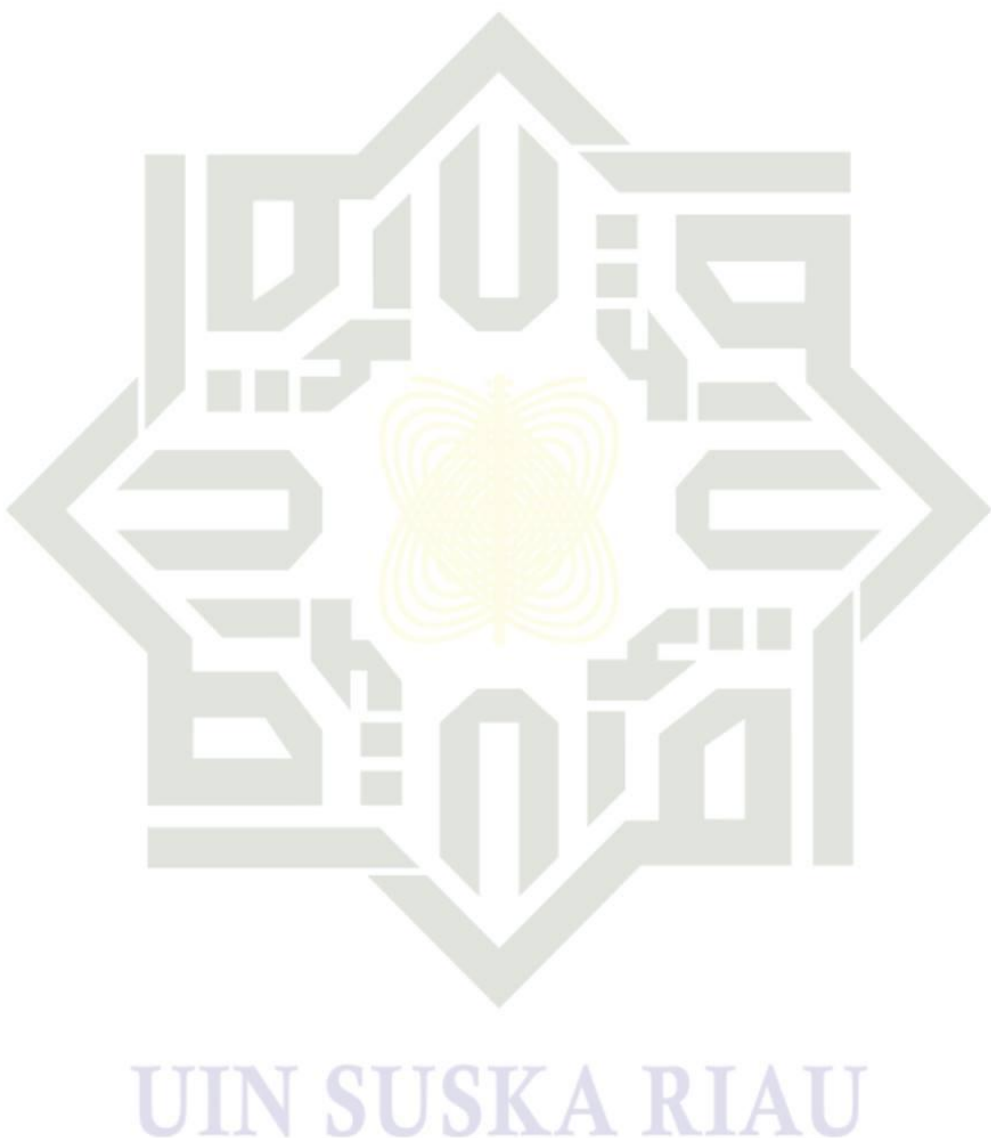
After conducting the research, the researcher give some suggestions for teacher, students, and other researcher in these points below:

1. For the teacher
  - a. Teacher should be able to make the activity of teaching-learning becomes enjoyable so that the students have high motivation in learning.
  - b. Teacher should be able to use various techniques in the teaching-learning process. Regarding the teaching writing ability by using suggestopedia.
  - c. The teacher should support their teaching strategies by using interesting and representative strategy.
2. For the students
  - a. The students should have a higher motivation in learning English, especially in writing.
  - b. The students are also suggested to practice more and improve their own writing ability.
3. For other researcher
  - a. The researcher are expected to find the new strategy, method, and approach in purpose to make students are easy and joyful in learning English especially in writing.
  - b. The researcher always develop their innovation in using suggestopedia method as a method in teachig and learning.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

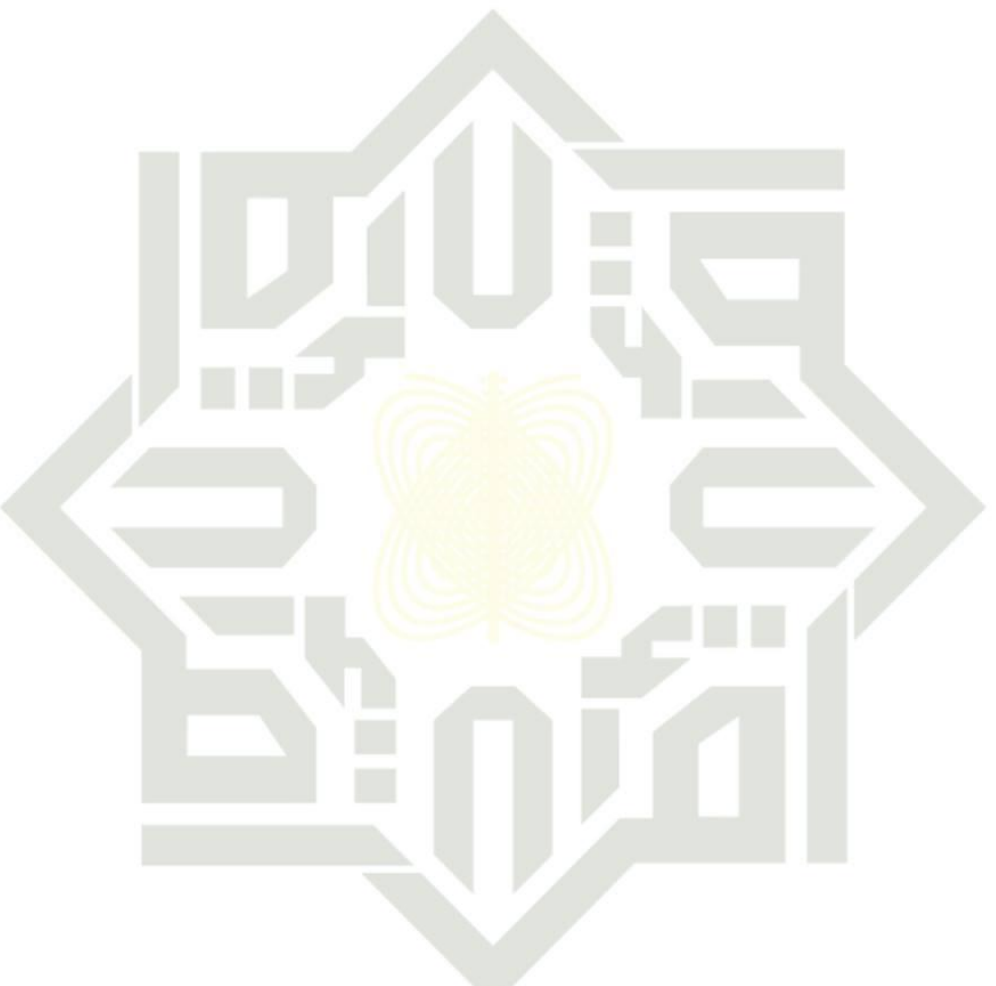
- c. The reader are recommending to this thesis as one of the references in finding information about the effect of using suggestopedia on writing ability.



**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





© Hak cipta milik UIN Suska Riau

State Islamic U

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t





## REFERENCES

- Brown, H.D. (2007). *Principles of language learning and teaching* (5<sup>th</sup> ed.). New York: Pearson Education.
- Brown, H. (2003). *Language Assessment Principles and Classroom Practices*. California: Longman.
- Creswell, J. W (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Cohen, D. Andrew. 1994. *Assessing language ability in the classroom*. Heinle and Heinle Publishers, U.S.A.
- Fraenkel, J. z., Wallen, N. E., & Hyun, H. H. (2010). *How to Design and Evaluate Research in Education*. New York: Mc Graw Hill.
- Gay, LR and Peter Airasion 2002. *Educational Research Competences for Analysis an Application*. New Jersey : Practice-Hall.
- Harmer, J. (2009). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Harlow: Addison Wesley Longman
- Harmer J, (2004). *How to Teach Writing*. Harlow: Addison Wesley Longman.
- Hegarty, Caroll. 2000. *Writing English in Context*. Irvine : Saddleback Educational.
- Hasna, L. (2013). *Analysis of Students Writing Skill in Descriptive Text at*

Grade XI IPA 1 of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*,  
[17http://ejournal.unp.ac.id/index.php/elt/article/view/4555](http://ejournal.unp.ac.id/index.php/elt/article/view/4555)  
 retrieved on 9th September 2019.

Hornbill. (2017). Bahasa Inggris. CITRA PUSTAKA.

Ismail, A. H. (2018). An Analysis of Students' Ability in Writing Descriptive Text: A Case Study of the Eight Grade Students of SMPN 2 Selong In the Academic Year 2017-2018. <http://eprints.unram.ac.id/6324/> retrieved on 9 th September 2019.

Jeremy Harmer. *How to Teach Writing*. England: Pearson Education Limited, 2004.

Knapp, p & Watkins, M. (2005). *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd

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

Lozanov, G. 1978. *Suggestology and Outline of Suggestopedia*. Gordon and Breach: New York, London, Paris.

Mayer, P.2011. *CRESL Level four Writing Guide*. New York : Learning Express

Mc Donald, Cristina Russell. and Robert L. McDonald. 2002. *Teaching Writing*. USA: Southern Illinois University Press.

Nunan, David. 2003. *Practical English Language Teaching*. New York : McGraw-hills Companies, Inc.

Oshima, A & Hughes, A. (2006). *Writing Academic English*. New York: Pearson Longman.





Oxford. (2008). Oxford Learner's Pocket Dictionary. Oxford University Press.

Padant, J. 2010. *SPSS Survival Manual : A Step by Step Guide to Data Analysis Using SPSS. Training*. Australia : Allen & Unwin Book Publisher.

Paul C. Talley & Tu Hui-ling, "A Relative Comparison Made of Two Teaching Methodologies: The Examples of 'Suggestopedia' vs. Total Physical Response" in *International Journal of Humanities and Social Science*, Vol. 6, No. 4; April 2016, p. 45.

Pratama, M. D. (2012). Teaching writing. Education Matters Most Publishing.

Schuster, S. &. (2003). Essay Writing Step by Step. (T. Baygell, Ed.) Canada: Kaplan Publishing.

Syafii, M. M. Fauzan Ansyari and Jondri Kasdi. 2013. *The Effective Paragraph Development : The Process of Writing for Classroom Setting*. Pekanbaru: Kreasi Edukasi.

Setia Deny, V., Bahri, S., & Fajrina, D. (2016). Suggestopedia Method on Improving Students' Reading Comprehension. *Research in English and Education (READ)*, 1(2), 129–136.

Soegiyono. (2011). Metode Penelitian Kuantitatif, Kualitatif dan R&D.

Wicaksono. A & Roza, A. S. 2015. Teori Pembelajaran Bahasa (suatu Catatan Singkat). Yogyakarta: Garudhawacana.

Hak Cipta Dilindungi Undang-Undang

Hak Cipta milik UIN Suska Riau

State Islamic U

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

# Appendix 1

## Syllabus and Lesson Plan of Tenth- Grade Students at MA Nurul Huda Lubuk Batu Jaya

© Hak cipta milik UIN Suska Riau

State Islamic U

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



**SILABUS**

**Sekolah** : MA Nurul Huda  
**Mata Pelajaran** : BAHASA INGGRIS  
**Kelas** : X

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.8 Teks deskriptif</p> <p>4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p>	<p>a. Fungsi Sosial</p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>b. Struktur Teks</p> <p>Dapat mencakup</p> <ol style="list-style-type: none"> <li>1) Identifikasi (nama keseluruhan dan bagian)</li> <li>2) Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>3) Fungsi, manfaat, tindakan,</li> </ol>	<p>a. Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <p>b. Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi</p>

<p>4.8.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>kebiasaan</p> <p>c. Unsur kebahasaan</p> <ol style="list-style-type: none"> <li>1) Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>2) Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i></li> <li>3) Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>4) Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>5) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ol>	<p>tempat wisata dan bangunan lain</p> <p>c. Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</p> <p>d. Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</p> <p>e. Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>Melakukan refleksi tentang proses dan hasil belajar</p>
---	---	--



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun



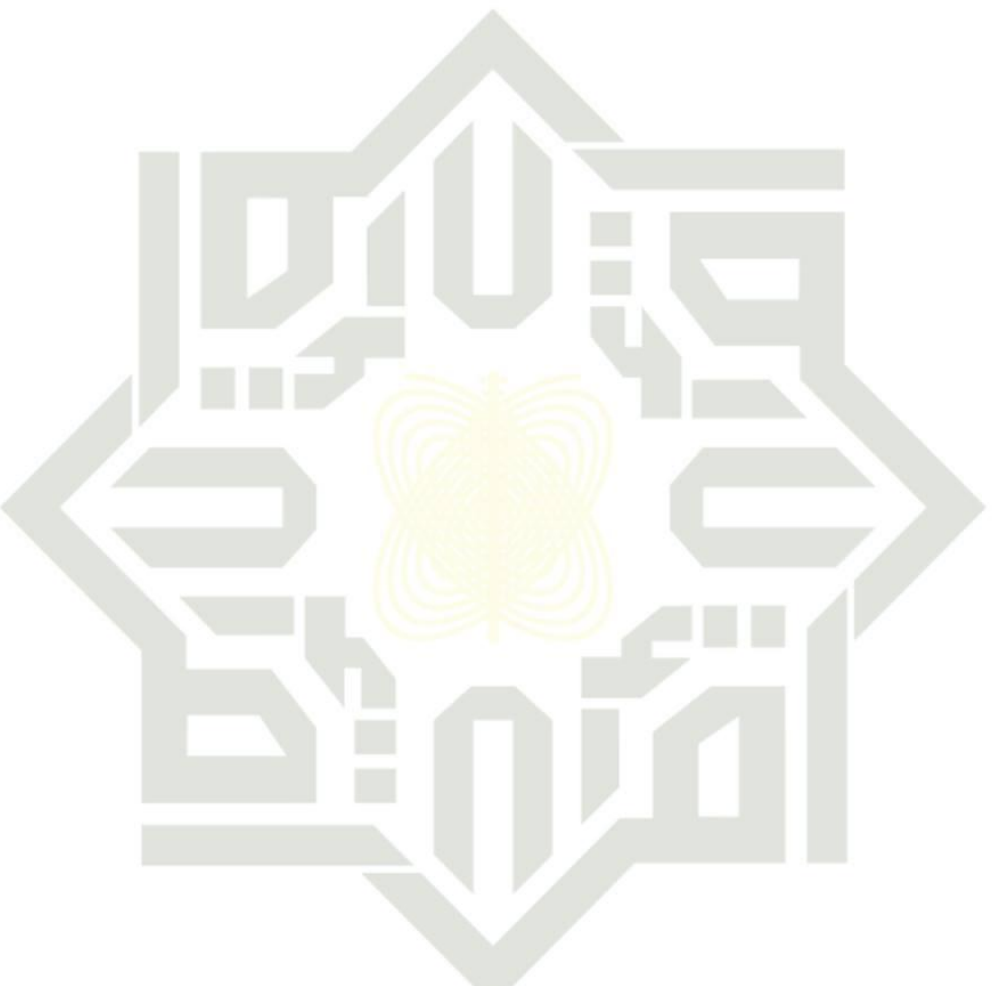
	<p>d. Topik eskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	
--	---	--

© Hak cipta milik UIN Suska Riau

State Islamic U

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**LESSON PLAN**

**(RPP)**

School	: MA Nurul Huda
Subject	: English
Topic	: Descriptive text
Level	: The Tenth Grade
Time Allocation	: 2 x 40 minutes
Aspect of Skill	: Writing

**A. Core Competence**

1. Appreciate and experience religion lesson which student's believe.
2. Appreciate and experience honest action, discipline, responsible, take care (tolerance, cooperate, polite, self-confidence) in interaction effectively with social environment and natural in net working area that the students are in their social achievement.
3. Understanding knowledge (factual, conceptual, and procedural) in science, technology, arts, culture, and humanities with religious insight, national, state, and civilization-related phenomena and events that seem eye.

**B. Basic Competence**

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing descriptive text.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Understanding the social function, text structure and language feature in reading and oral text in doing descriptive text.

### C. Indicator

1. To identify the meaning of descriptive text.
2. To describe the steps rhetoric (Generic Structure) of the text.
3. To describe the lexico grammatical features of the text.
4. To analyze the structure of descriptive text based on the picture given.

### D. Learning Objectives

1. The students are able to identify the meaning of the descriptive text.
2. The students are able to describe the steps rhetoric (Generic Structure) of the text.
3. The students are able to describe the lexico grammatical features of the text.
4. The students are able to analyse the structure of descriptive text based on the picture given.

### E. Teaching Method

1. Suggestopedia Method

### F. Learning Material

Genre of Text: Descriptive text.

**Definition :** Description is written English text in which the writer describes an object, the object can be concrete or abstract object. It can be a person, or animal, or a tree, or a house. It can be about any topic.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. **Social function:** The social function or the general purposes of the descriptive text is describing a particular person, place or thing in detail.
2. **Generic structure:**
  - a) Identification : Identifying the phenomenon to be described.
  - b) Description : Describing phenomenon in parts, qualities, or/and characteristics.
3. **Significant lexicon grammatical Features.**
  - a) Focus on Specific Participants
  - b) Use of simple present tense.
  - c) Use of Attributive and Identifying process

**Example of Descriptive Text:****ZOO**

As a tourist attraction, the zoo is visited by many people. A zoo is a place where animals are kept. The man who takes care the animals in the zoo is called a zookeeper. Zoos can be a means of education about animals. There are many animals in the zoo, for example, horses, and elephants. tigers, monkeys, deer, and many others. In the zoo, there are also various attractions that can be seen. Baca juga: Mengenal Nama Anak Binatang dalam Bahasa Inggris Apart from that, at the zoo, you can feed and take pictures with the animals. The zoo is a fun place.

**Media**

1. White board
2. Paper
3. speaker
4. Pictures
5. Board marker
6. book



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**H. Source Book**

1. English Book Curriculum 13 The Tenth Grade

**I. Learning Activities**

No	Teacher' Activities	Students' Activities	Time Allocation
1	<p><b>Pre-activities</b></p> <p>Greeting</p> <p>Praying</p> <p>Checking attendance list</p> <p>Brainstorming</p> <p>Asked one student to come in front of class, and asking the other student question related to describe the person.</p>	<p>Response the greeting</p> <p>Praying</p> <p>Response and listen</p> <p>Give attention</p>	10'

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2	<p><b>Core activities</b></p> <p><i>Observation (Mengamati)</i></p> <p>The teacher asking the student about the picture.</p> <p>The teacher explains about the definition of descriptive text and its generic structures.</p>	<p>The students observe the picture.</p> <p>The students listen carefully to the teacher's explanation.</p>	60'
	<p><i>Questioning (Menanyakan)</i></p> <p>The teacher guides the students to asking the question about the descriptive text through the previous explanations</p>	<p>Some of the students give question for the teacher.</p>	
	<p><i>Thinking (Menalar)</i></p> <p>The teacher asks the students to identify the text.</p> <p>The teacher invites the students to read the text together.</p> <p>Teacher asks the students to identify the main idea, general structure, and language feature and information about the text.</p>	<p>The students identify the text.</p> <p>The students read the text together.</p> <p>The students give the answers.</p>	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	<p><i>Experiment (Mencoba)</i></p> <p>The teacher asks the students to try the exercise in the worksheet.</p>	<p>Ø The students try to answer the questions in the worksheet.</p>
	<p><i>Communicating (Mengkomunikasikan)</i></p> <p>The teacher see the result of the students in answer the questions of</p>	<p>The students present their result in answering the question about the</p>

	<p>the worksheet and asking the students to communicate to their friend.</p>	<p>narrative text and then communicate it to their friends.</p>	
<p><b>3</b></p>	<p><b>Post activities</b></p> <p>The teacher gives the task for next meeting.</p> <p>The teacher gives the conclusion.</p> <p>The teacher gives motivation for the moral value from the topic</p>	<p>The students do the task for next week.</p> <p>Listen the conclusion</p> <p>The students listen carefully.</p>	<p>10'</p>

**Assesment**

- written test :



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

Aspect	Score	Criteria
Content	27-30	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, through development of ideas, relevant to assigned topic
	22-26	<b>GOOD TO AVERAGE:</b> some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	<b>FAIR TO POOR:</b> limited knowledge of subject, little substance, inadequate development of ideas
	13-16	<b>VERY POOR:</b> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	14-17	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10-13	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	7-9	<b>VERY POOR:</b> does not communicate, no organization, not enough to evaluate
Vocabulary	18-20	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/idiom form, choice,

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Language Use		usage but meaning not obscured
	10-13	<b>FAIR TO POOR:</b> limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	7-9	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary
Mechanics	22-25	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	18-21	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	11-17	<b>FAIR TO POOR:</b> major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, runons, deletions, meaning confused or obscured.
	5-10	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured

	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>VERY POOR:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Known by :

English Teacher

Evri Dahanum, S.Pd

Vivi Puspita Sari

Kepala MA Nurul Huda



ARI WAHYONO, S.Pd.I



## Appendix 2

# Instrument of The Research

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## INSTRUMENT OF THE RESEARCH

### WRITING TEST

#### (PRE-TEST)

Name : .....

Class : .....

### DESCRIPTIVE PARAGRAPH

Directions :

1. This test is used for scientific research purpose only.
2. It is used to investigate your ability in writing a descriptive text.
3. It does not influence your score in English.
4. Thank you for your participation.

Instruction:

1. Choose one of some themes :
  - a. Lake Toba (Danau Toba)
  - b. Borobudur Temple (Candi Borobudur)
2. Write a simple descriptive paragraph based on theme above.





## INSTRUMENT OF THE RESEARCH

### WRITING TEST

#### (POST-TEST)

Name : .....

Class : .....

### DESCRIPTIVE PARAGRAPH

Directions :

1. This test is used for scientific research purpose only.
2. It is used to investigate your ability in writing a descriptive text.
3. It does not influence your score in English.
4. Thank you for your participation.

Instruction:

1. Choose one of some themes :
  - a. Lake Toba (Danau Toba)
  - b. Borobudur Temple (Candi Borobudur)
2. Write a simple descriptive paragraph based on theme above.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-undang  
1. Dilarang mengutip sebagian atau seluruh karya atau hasil penelitian, baik dalam bentuk apa pun, tanpa izin penulisan atau tinjauan suatu masalah.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PRE-TEST SCORES

STUDENTS	SCORES OF EACH ASPECT					TOTAL SCORES
	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	
STUDENT 1	22	15	14	20	4	75
STUDENT 2	20	13	13	17	4	67
STUDENT 3	20	14	13	18	3	68
STUDENT 4	25	14	15	21	4	79
STUDENT 5	21	13	13	11	3	61
STUDENT 6	25	17	15	18	4	79
STUDENT 7	22	15	15	20	4	76
STUDENT 8	25	15	15	17	4	76
STUDENT 9	26	17	18	22	4	87
STUDENT 10	25	15	17	20	3	80
STUDENT 11	17	10	13	17	4	61
STUDENT 12	20	13	13	15	4	65
STUDENT 13	26	17	14	18	4	79
STUDENT 14	22	14	14	18	4	72
STUDENT 15	26	15	17	20	4	82
STUDENT 16	25	15	15	17	4	76
STUDENT 17	25	17	17	20	4	83
STUDENT 18	21	17	17	21	4	80
STUDENT 19	23	14	15	20	4	76
STUDENT 20	17	13	10	15	4	59

Pekanbaru, 27 Oktober 2023

Rater 1,

Mainar Fitri, S. Pd., M. Pd



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

POST-TEST SCORES

NO. STUDENTS	SCORES OF EACH ASPECT					TOTAL SCORES
	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	
STUDENT 1	22	15	15	18	4	74
STUDENT 2	25	17	17	18	4	81
STUDENT 3	27	18	18	22	4	89
STUDENT 4	16	14	13	18	4	65
STUDENT 5	25	15	17	20	4	81
STUDENT 6	22	14	14	18	4	72
STUDENT 7	26	15	15	18	4	78
STUDENT 8	25	17	16	20	4	82
STUDENT 9	25	17	15	18	4	79
STUDENT 10	25	14	14	18	4	75
STUDENT 11	20	17	15	18	4	74
STUDENT 12	22	15	14	18	4	73
STUDENT 13	22	17	17	18	4	78
STUDENT 14	26	17	17	20	5	85
STUDENT 15	26	17	15	20	4	82
STUDENT 16	26	18	14	20	4	82
STUDENT 17	25	15	14	18	4	76
STUDENT 18	25	17	15	18	4	79
STUDENT 19	25	17	17	20	4	83
STUDENT 20	25	15	14	19	4	77

Pekanbaru, 27 Oktober 2023

Rater 1,

Mainar Fitri, S. Pd., M. Pd

Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruhnya tanpa izin tertulis dari penerbit, kecuali dalam hal yang diperbolehkan dalam undang-undang hak cipta, untuk keperluan pendidikan, penelitian, dan penyusunan karya ilmiah.  
 a. Pengutipan hanya untuk keperluan pendidikan, penelitian, dan penyusunan karya ilmiah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperjualbelikan dan memperjualbelikan karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruhnya atau menggunakan gambar untuk dipaparkan di publikasi ilmiah, tanpa izin penerbit.
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PRE-TEST SCORES

NO STUDENTS	SCORES OF EACH ASPECT					TOTAL SCORES
	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	
1. Agus	25	18	18	22	4	87
2. Andika	18	13	15	18	3	69
3. Angela	23	17	17	20	3	80
4. Daviky	22	15	14	18	4	73
5. Elvi	17	12	13	11	3	54
6. Fud	25	17	15	18	4	79
7. Fud	21	13	14	17	3	68
8. Ilham	26	18	18	22	4	88
9. Kamila	25	18	18	21	4	87
10. Kairia. H	26	18	18	23	4	88
11. Mahmudah	26	18	18	22	4	88
12. Masayu	17	12	13	11	2	55
13. Onk	26	18	18	21	5	88
14. Ramad	17	14	13	17	3	64
15. Rizky. R	26	18	18	22	4	88
16. Saeh	17	11	12	11	2	53
17. Sheh	27	19	18	23	4	90
18. Sunstia	24	18	17	20	3	82
19. Susilah	27	19	18	22	4	90
20. Wahyu	17	15	14	17	3	66

Pekanbaru, 03 November 2023  
Rater 2,

UIN SUSKA RIAU

Dedy Wahyudi, M. Pd





POST-TEST SCORES

NO STUDENTS	SCORES OF EACH ASPECT					TOTAL SCORES
	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	
STUDENT 1	28	18	18	23	4	91
STUDENT 2	28	19	19	24	5	95
STUDENT 3	28	18	18	22	4	90
STUDENT 4	28	19	18	23	5	93
STUDENT 5	28	19	18	23	5	93
STUDENT 6	29	19	19	23	4	94
STUDENT 7	27	18	18	23	4	90
STUDENT 8	28	19	19	24	4	94
STUDENT 9	27	16	17	19	4	83
STUDENT 10	28	19	19	24	5	95
STUDENT 11	23	15	18	18	3	77
STUDENT 12	26	18	20	21	4	89
STUDENT 13	27	18	18	22	4	89
STUDENT 14	26	17	17	20	5	85
STUDENT 15	28	19	18	24	5	95
STUDENT 16	29	19	19	23	5	95
STUDENT 17	26	18	20	21	4	89
STUDENT 18	27	19	19	23	4	92
STUDENT 19	27	19	18	23	4	91
STUDENT 20	27	18	18	23	5	91

Pekanbaru, 03 November 2023  
Rater 2,

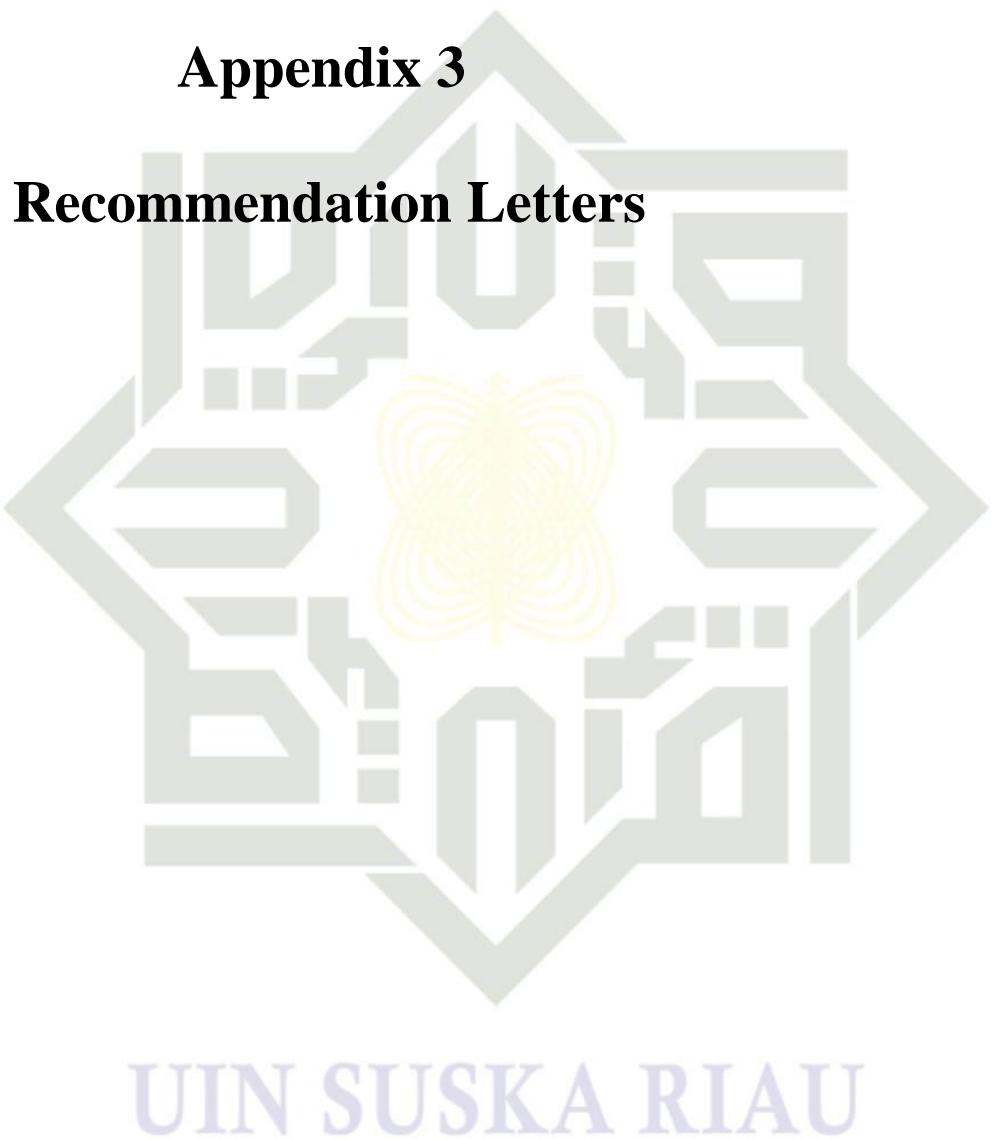
UIN SUSKA RIAU

Dedy Wahyudi, M. Pd

Hak Cipta Dilindungi Undang-undang  
1. Dilarang mengutip sebagian atau seluruh karya atau hasil penelitian, baik yang berbentuk buku, artikel, jurnal, atau media massa, termasuk electronic, tanpa izin dari lembaga penerbitan atau penyalurannya. Hal ini berlaku untuk kegiatan penyaluran, penulisan kritik atau tinjauan suatu masalah.  
2. Dilarang mengumumkannya.

## Appendix 3

# Recommendation Letters



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax (0761) 561647 Web www.fk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/17084/2023  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 13 September 2023 M

Kepada  
Yth. Kepala Kantor  
Kementerian Agama Indragiri Hulu  
Di Indragiri Hulu

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Vivi Puspita Sari**  
NIM : 11910420322  
Semester/Tahun : VIII (Delapan)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *The Use Of Suggestoedia Method On Students' Writing Ability In Descriptive Text At Nurul Huda Islamic Senior High School*  
Lokasi Penelitian : Madrasah Aliyah Pondok pesantren Nurul Huda  
Waktu Penelitian : 3 Bulan (13 September 2023 s.d 13 Desember 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



**Dr. H. Kadar, M.Ag**  
NIP.19650521 1994021 001

Tembusan :  
Rektor UIN Suska Riau



KEMENTERIAN AGAMA  
YAYASAN PONDOK PESANTREN NURUL HUDA  
**MA PP NURUL HUDA**  
Jl. Panca Karya Desa Kulim Jaya Kec. Lubuk Batu Jaya  
Kabupaten Indragiri Hulu – Riau Kode Pos. 29352



Nomor : 290/S-Riset/MAPPNH/LBJ/X/2023 Lubuk Batu Jaya, 20 Mei 2023

Lamp : -

Hal : Persetujuan Izin Penelitian

Kepada Yth,  
Bapak Dekan UIN Suska Riau  
di  
Pekanbaru

*Assalammu'alaikum Wr. Wb.*

Dengan hormat,  
Teriring salam dan do'a semoga Bapak/Ibu dalam keadaan sehat wal'afiat berada dalam  
lindungan serta rahmat Allah SWT, Sehingga senantiasa sukses dalam melaksanakan  
aktifitas sehari-hari, Amiin.

Sehubung dengan permintaan izin melaksanakan penelitian di MA PP Nurul Huda Kulim  
Jaya dari mahasiswa UIN Suska Riau, dengan ini kami memberikan izin kepada  
mahasiswa atas nama :

Nama : Vivi Puspita Sari  
NIM : 11910420322  
Semester/Tahun : VIII ( Delapan )/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Untuk melaksanakan penelitian di MA PP Nurul Huda Kulim Jaya.

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya dan  
diucapkan terimakasih.

*Wassalamu'alaikum warahmatullahi wabarakatuh.*

Lubuk Batu Jaya, 20 Mei 2023  
Kepala Madrasah  
DESA  
KULIM JAYA  
PP. NURUL HUDA  
AKREDITASI  
INHU  
KECAMATAN LUBUK BATU JAYA  
ARI WABYONO, S.Pd.I





PEMERINTAH KABUPATEN INDRAGIRI HULU  
DINAS PENANAMAN MODAL DAN PELAYANAN  
TERPADU SATU PINTU

Jalan Raya Lintas Timur Km. 05 Pematang Reba Telp. (0769) 341609, Fax. (0769) 341211  
Email. info@dpmpptsp.inhukab.go.id Website. dpmpptsp.inhukab.go.id

RENGAT

**SURAT KETERANGAN PENELITIAN**  
NOMOR : 209/DPMPPTSP/NON IZIN-SKP/XII/2023

- MEMBACA** : Permohonan Surat Keterangan Penelitian (SKP) Nomor - tanggal 13 Desember 2023 perihal permohonan Surat Keterangan Penelitian;
- MENIMBANG** : Surat Rekomendasi Pelaksanaan Kegiatan Riset/Pra Riset dan Pengumpulan Data untuk Bahan Skripsi Nomor 503/DPMPPTSP/NON IZIN-RISET/59641 tanggal 10 Oktober 2023
- MENINGAT** : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian;
2. Peraturan Bupati Indragiri Hulu Nomor 84 Tahun 2021 tentang Pendelegasian Kewenangan Penyelenggaraan Pelayanan Perizinan Berusaha Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Indragiri Hulu memberikan Surat Keterangan Penelitian kepada :

1. Nama : **VIVI PUSPITA SARI**  
2. Nomor Induk Mahasiswa : **11910420322**  
3. Alamat : **SUNGAI PASIR PUTIH RT/RW 011/004 DESA SUNGAI PASIR PUTIH KEC. KELAYANG - KAB. INDRAGIRI HULU**  
4. Kebangsaan : **INDONESIA**

Melakukan penelitian dalam rangka penyusunan karya ilmiah (Disertasi / tesis / skripsi / tugas akhir) dengan rincian sebagai berikut :

1. Judul Penelitian : **THE USE OF SUGGESTOPEDIA METHOD ON STUDENTS' WRITING IN DESCRIPTIVE TEXT AT NURUL HUDA ISLAMIC SENIOR HIGH SCHOOL KULIM JAYA**
2. Lokasi Penelitian : **MA NURUL HUDA KULIM JAYA**  
3. Lama Penelitian : **6 (ENAM) BULAN**  
4. Status Peneliti : **MAHASISWA**  
5. Nama Lembaga : **UIN SUSKA RIAU**

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dalam ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada pejabat setempat/lembaga swasta yang akan dijadikan objek lokasi penelitian.
3. Melaksanakan kegiatan dimaksud tidak disalahgunakan untuk tujuan yang dapat mengganggu kesetabilan pemerintah.

Demikian Surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Rengat  
Pada tanggal : 13 Desember 2023

Ditandatangani secara elektronik oleh :  
KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU  
KABUPATEN INDRAGIRI HULU,



**ENDANG MULYAWAN, S.Hut, M.Si**  
Pembina Utama Muda  
NIP. 197210111999031007

Tembusan disampaikan kepada Yth. :

1. Kepala Badan Kesbangpol Kab. Indragiri Hulu;  
2. UIN SUSKA RIAU  
3. ARSIP



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSR

Pekanbaru, 20 September 2023

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Vivi Puspita Sari  
NIM / HP : 11910420322 / 085354043681  
Tempat / tanggal lahir: Kulim Jaya / 12 Juni 2001  
Semester / Tahun : IX/2023  
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"THE USE OF SUGGESTOPEDIA METHOD ON STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT NURUL HUDA ISLAMIC SENIOR HIGH SCHOOL KULIM JAYA"**

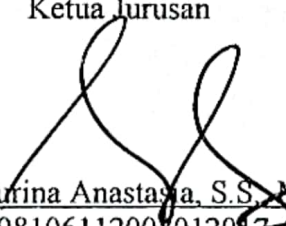
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nurdiana, M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

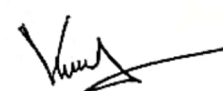
1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI  
Ketua Jurusan

  
Dr. Fauzina Anastasya, S.S., M.Hum.  
NIP. 198106112008012017

Hormat Saya,

  
Vivi Puspita Sari  
NIM. 11910420322



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBİYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail. eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/18162/2023  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 20 September 2023

Kepada  
Yth. Kepala Sekolah  
MA PP Nurul Huda Indragiri Hulu  
di

Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

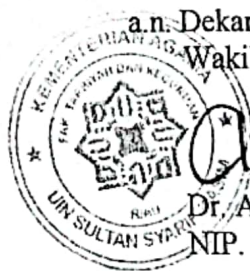
Nama : Vivi Puspita Sari  
NIM : 11910420322  
Semester/Tahun : IX (Sembilan)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III  
  
Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001







KEMENTERIAN AGAMA  
YAYASAN PONDOK PESANTREN NURUL HUDA  
MADRASAH ALIYAH PP NURUL HUDA

NPSN : 69955627 Akreditasi : B  
Jl. Panca Karya, Desa Kulim Jaya, Kecamatan Lubuk Batu Jaya  
Kabupaten Indragiri Hulu – Riau Kode Pos. 29352  
e-mail : mappnurulhuda18@gmail.com



SURAT KETERANGAN

Nomor: 302/SK/ MAPPNH / LBJ /X/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah PP Nurul Huda kulim Jaya dengan ini menerangkan bahwa :

Nama : VIVI PUSPITA SARI  
NIM : 11910420322  
Jurusan : Pendidikan Bahasa Inggris  
Universitas : UIN SUSKA Riau  
Jenjang : S1  
Judul Penelitian : **“THE USE OF SUGGESTOPEDIA METHOD ON STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT NURUL HUDA ISLAMIC SENIOR HIGH SCHOOL LUBUK BATU JAYA”**

Nama tersebut diatas telah selesai melaksanakan Riset/penelitian dari tanggal 10 November 2023 s/d 04 Desember 2023 di MA Nurul Huda Lubuk Batu Jaya.

Demikian keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Mengetahui,  
Lubuk Batu Jaya, 05 Desember 2023

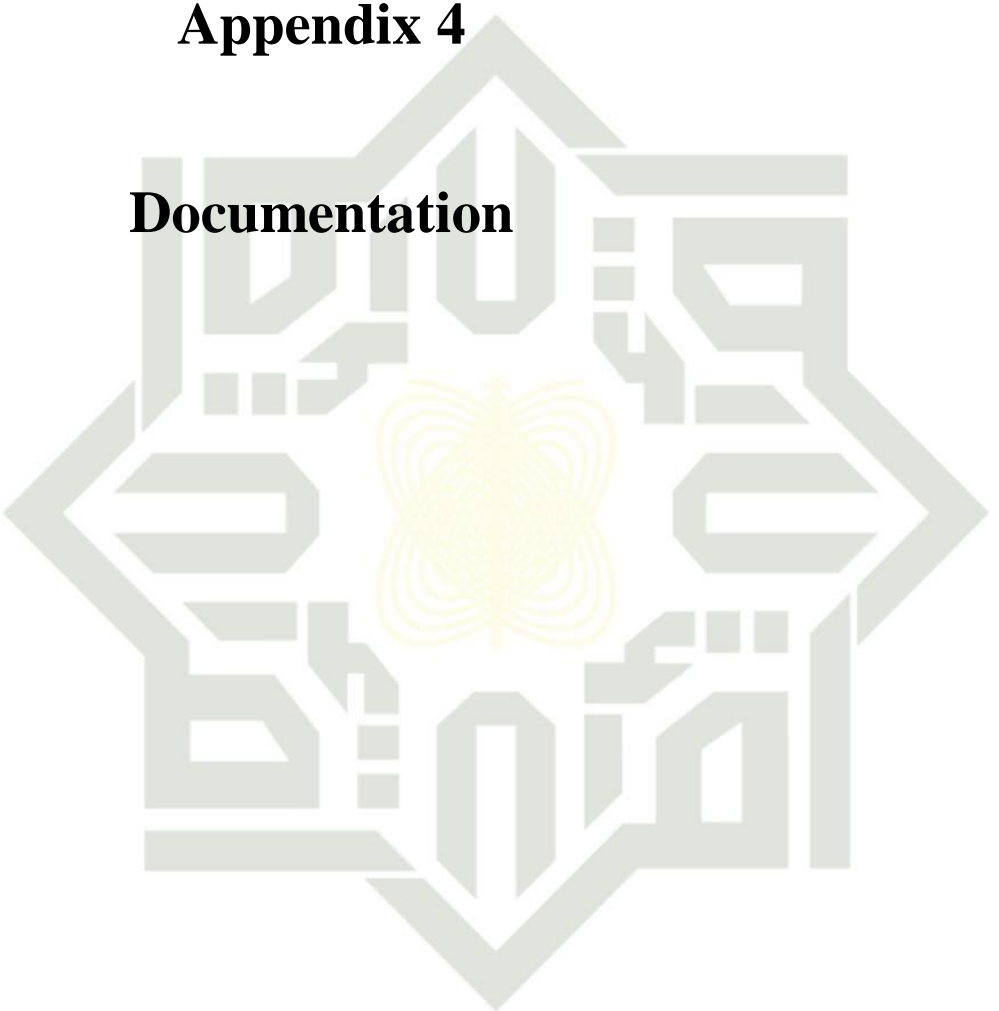
Kepala Madrasah,





## Appendix 4

### Documentation



UIN SUSKA RIAU

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## © Hak cipta milik UIN Suska Riau

## State Islamic University of Sultan Syarif Kasim Riau

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CURRICULUM VITAE



Vivi Puspita Sari, is the first daughter from Mr. Harsono and Mrs. Wasiani, was born, 12<sup>th</sup> June 2001. She was graduated from Elementary School 006 Pontian Mekar and she continued her study at state Nurul Huda Islamic Junior High Lubuk Batu Jaya, after finished, she continued her study at state Vocational High School North Sumatra.

In 2019, she was accepted become one of the students in English Educational Department, Faculty of Education and Teacher Training of State Islamic of Sultan Syarif Kasim Riau. On July 2022, she was doing KKN (Kuliah Kerja Nyata) in Lirik. Then, she was doing Pre-Service Teacher Training at SMP Telkom Pekanbaru.

Finally she followed final examination of her thesis entitled "The use of Suggestopedia Method on Students' Writing Ability in Descriptive Text at Nurul Huda Islamic Senior High School Lubuk Batu Jaya".o