THE USE OF SUGGESTOPEDIA IN IMPROVING STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT ON SECOND YEAR OF JUNIOR HIGH SCHOOL STUDENT

(A Script)

By

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UNIVERSITY OF LAMPUNG
2023

ABSTRACT
THE USE OF SUGGESTOPEDIA IN IMPROVING STUDENTS'
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By

M. Almynadi Lihawa Zidane

This research was aimed to find out whether there is significant improvement of students' writing ability before and after being taught through Suggestopedia Method. By using a quantitative approach supported by a one group pretest and post-test design this research was carried out. The researcher chose second grade students at SMP 38 Bandar Lampung as a sample, which the number of students reached 22 in total. The data were collected from the results of the students' pre-test and post-test in written form containing the procedure text. The results show that there was an increase in students' writing ability after being taught with the help of a suggestopedia method. It can be proven by the results of data analysis showed that sig. (2-tails) 0.000 <0.05, in which the mean of both tests was analyzed using the Repeated Measure T-test with a significance level of 0.05. It can be also supported by the evidence that verifies the statements was the t-value which showed higher number than t-table by having the result $13.378 > 2.0$. This research shows that Suggestopedia is a learning method which was successful for grade 2 junior high school students and content was the aspect of writing that had the most significant increase.

Keywords: *teaching writing, procedure text, suggestopedia method, students' writing ability*

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A Script

Submitted in a Partial Fulfillment of
The Requirements for s-1 Degree

In

The Language and Arts Education Department of
The Faculty of Teacher Training and Education

FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2023

Research Title : THE USE OF SUGGESTOPEDIA IN IMPROVING STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT ON SECOND YEAR OF JUNIOR HIGH SCHOOL STUDENT

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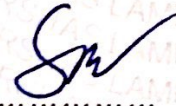NIP 19620804 198905 1001   NIP 19810326 200501 1002

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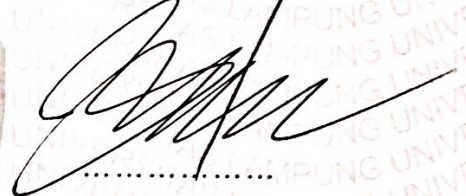
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Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

Bandar Lampung, 16 Februari 2023
Yang membuat pernyataan,

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CURRICULUM VITAE

Muhammad Almynadi Lihawa is the second child of S. Effendy Lihawa and Nunik Masno Lihawa. Together with his older sister, Ajeng Indyfitria Lihawa, he resides in the small town of Kotabumi with his family. He was raised and started his life in that city.

At Depak Kotabumi Kindergarten, he began his academic journey, and he later transferred to Xaverius Kotabumi Kindergarten. He continued his academic path after leaving kindergarten by attending SD Xaverius Kotabumi and SMP Xaverius Kotabumi. He then proceeds to made the decision to leave the city as a teenager and continue his schooling in Bandar Lampung. In 2018, he finally received his high school certificate. He was finally accepted into the English Education study program at the University of Lampung that same year.

He participated in a number of student organizations while in college, such as SEEDS (Society of English Education Department Students). In addition, he is an active freelancer in the industries digital marketing. He finally made the decision to start working full-time at one of the well-known online media organizations in 2020-2021, when the epidemic struck.

Then, in order to finish his studies in 2022, he conducted research at SMPN 38 Bandar Lampung, one of the schools in Teluk Betung. There, he successfully finished his research.

MOTTO

"Your path is as long as your intention. Keep it strong in your heart."

(Maulana Ibrahim, 33x - Perunggu)

DEDICATION

Alhamdulillahi Robbil Alamin, Praise be to Allah Subhanahu Wa Ta'Ala who has given blessings to always give health and strength. This undergraduate thesis would not have been completed without the help and support of the people behind it, especially the teachers who constantly guide and teach with patience and sincerity, my dear family including father and mother also Hery Suliyanto and Rika Kartika who always pray for me to be success, and my friends who have always been faithful in my life.
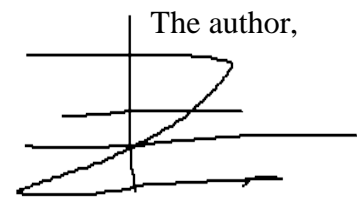
ACKNOWLEDGEMENT

The author expresses gratitude to Allah Subhanahu Wa Ta'Ala by saying *Alhamdulillahirobbil'alamiin* for the abundance of His grace, so that the author can complete the undergraduate thesis entitled "The Use Of Suggestopedia In Improving Students' Achievement In Writing Procedure Text On Second Year Of Junior High School Student". The completion of this undergraduate thesis is supported and helped by the people behind, the author would like to express his sincere gratitude and greatest honor to:

1. His both parents, Nunik Masno Lihawa and S. Effendy Lihawa, his two siblings, Ajeng Indyfitria Lihawa and Muhammad Iqbal, brothers in law, Frandy Febrianthoro and his nephew, Aleia who have always given endless support, attention, love, and prayers from the beginning of this script to the final stage.

2. Prof. Dr. Patuan Raja, M.Pd. as the first supervisor who has provided guidance, encouragement and knowledge that is very meaningful for the author in completing his undergraduate thesis.

3. Budi Kadaryanto M.A as the second supervisor who patiently helped and was also considerate in providing evaluations during the preparation of this work.

4. Prof. Ag. Bambang Setiyadi, M.A., Ph.D. as the examiner who has provided very constructive suggestions and feedbacks for the author so that he can compile his script even better.

5. Dr. Feni Munifatullah, M.Hum. as chairperson of English Education Study Program and as his academic counselors for his attention, knowledge, conviction, and knowledge that priceless.

6. The lecturers and administration staff of English Department for the technical assistance so far in academic matters.

Finally, the author acknowledges that this work still has issues and could use some improvement. Therefore, for the sake of greater research, comments, recommendations, and constructive criticism will be welcomed.

Bandar Lampung, December 2022

The author,

M. Almynadi Lihawa

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CONTENTS

TABLES

GRAPH

APPENDICES

I. INTRODUCTION

This chapter indicates some points as the prior information of the research. It consists of background, research questions, objectives of the research, uses of the research, scope, and definition of terms.

1.1 Background

Learning English cannot be separated from four skills: speaking, writing, listening and reading. "Speaking is a productive skill which is different in many ways, (Brown, 2000: 246). "Writing skill is a process of drafting, structuring, reviewing, focusing, and generating", (Harmer, 1998: 158). Listening is a kind of skill that is especially important to acquire good speaking habits and improve pronunciation, (Brown, 2000: 228). Reading in English is like reading in your native language (Brown, 2000). In the end of study the students are expected to master those four skills. Among these four skills, people consider that the most important skill is writing. It is because of several reasons. The first reason is that writing is important in written communication. Most people spend a fair amount of time communicating via the written word whether researcher are messaging friends, writing to researcher's parents, writing researcher assignment or writing research's research. The second reason is that writing skill is important in career communication. Most career communications are being handled online and in text. Even just applying for jobs usually requires a few different types of written communication, from filling

out an application to writing a cover letter and drafting a resume. Considering that reason, writing skill is very important to be mastered well. Writing is one of the complicated skills that researcher have to acquire when learning foreign language, not only in English but any other language in the world. It holds an important role for someone to master foreign language. Septiani (2018) said that is the reason why the learners will face more and more difficulties and created demotivation for the learner. It's a lot of homework for the teacher to understand that teaching writing is not an easy task, without putting aside other skills. Based on Bachani (2013), in his book "Teaching writing", stated Learning to write in English is more difficult than learning to speak effectively because the context is formed only via the words, without the writer and reader interacting directly. In addition, Sadller (2008), wisely remarked in Westwood's book that good writing is not only hard work, but also it is an extremely complex and challenging mental task.

Richard, J. and Rodgers, T (2001) stated that there are some points why the students think writing is a hard subject to study:

1. It appears to be a threat to them since it leaves a more permanent record of proficiency than speaking.
2. Students believe they do not have appropriate linguistic skills.
3. Students feel that grammatically correct writing is required.
4. They believe that formal correctness must be attained on the first try.

The obstacles that writing skills have are similar to any other skills. Richard, J. and Rodgers, T (2001) also stated that, the students feel threatened when they try to

show it in public. They feel like they can not be wrong. As a result, several factors suggest that the number of students who struggle with writing is significantly higher than the number who struggle with other skills. Meanwhile, not only pupils, but even teachers, experienced difficulties in writing. Teachers are also difficult to teach, which has an impact on students' learning outcomes and is a time-consuming procedure. Pre-writing, drafting, revising, and editing are all steps in the writing process that help researcher find and develop new ideas and perspectives. Furthermore, the teachers continue to teach English using traditional methods.

Based on the Tut Wuri Handayani Principle used to be a teacher able to flow and direct behaviour and all student actions to achieve the designed educational goals. Therefore, teachers should try to involve students' physical, mental, intellectual and emotional maximally and optimally in actualize the student learning experience (Munib, 2010). Thus, teacher can't just transfer information to students in the learning process but teachers must be able to actively involve students in the learning process with actualize their learning experience alone.

English teaching especially in teaching writing skills, has several ways to overcome the problems. Each method has different approach and of course different output. The teachers need to know what is the main cause of the problem of their students. As the researcher go forward to the future, the researcher trust that he will face more obstacle on teaching. That's why the teachers need to keep develop the teaching method time by time, so it can still be relevant to the future. Giving the student new way of teaching make them more collaborative and of course more productive.

Based on researcher's experience as a student back in the days, the students will start to think that it's related to them, it's related to what happened today. Especially if reseracher insert nowadays' trends on the teaching method, it will make the student understand it better because they will be more interested than if researcher do not put any related things on the method.

There are some procedures or steps that we have to do before making a writing product. Harmer (2004: 4-6) states that there are four main elements in the writing process. Those are planning, drafting, editing (editing and revising), and final version. The first one is planning. Harmer (2004: 4) stated that in the planning process, there are three main issues that have to be thought of by students. First, the students have to decide the purpose of writing. Next, students have to think about language styles. Finally, students have to consider the content. The next step is called drafting. Drafting, according to Harmer (2004: 5), is the first version of a piece of writing. Students should be given a lot of time at this phase since they need to concentrate on developing ideas and organizing those ideas rather than flawless syntax, punctuation, and spelling. After we've finished drafting, we'll go on to the next phase, which is editing. While revising, students should go through what they wrote as a draft again to check if there are any flaws, according to Harmer (2004: 5). Then rewrite it when the pupils have spotted the errors. By doing so, the chances of making a mistake are reduced. The final version, according to Harmer (2004: 5-6), is the last step. After all of the steps have been completed, the students create the final version. It's likely that the final product differs significantly from the

original plan and draft. It occurs when the editing process undergoes several changes. Any unnecessary information in the draft can be removed.

After researcher talk about the procedure of the writing, the researcher will talk specifically about a method called Suggestopedia. Suggestopedia is a science for developing different non-manipulative and non-hypnotic methods for teaching/learning of foreign language and other subjects for every age-group on the level of reserve (potential, unused) capacities of the brain/mind.

That means: at least three to five times faster, easier and deeper learning, inner freedom, increasing the motivation for learning, joyful learning and psycho-physiological well being" (Lozanov, 1978: 2) An old method that has a lot of options to modify. That is why the method still can be used for now, and for the future. Suggestopedia methods provide a lot of fun while learning so that students can easily understand the material that is being taught, as Wicaksono and Roza (2015: 78) explained: 1) provide tranquillity and relaxation, 2) pleasant or uplifting, 3) speed up the learning process, 4) emphasize with the development of proficiency that create a comfortable atmosphere of apprenticeship of writing skill by giving positive suggestions from the teachers and through songs to stimulate the imagination.

Many EFL students find it difficult to learn foreign languages. Lonny Gold (2014), founder of the National Suggestion Council, in his speech said that cues are created to facilitate student learning because cues make students feel fun and excitement in the teaching and learning process.

Therefore, based on the background above, the researcher interested to conduct research by title "The Effectiveness of Suggestopedia in Improving Student's Achievement in Writing Procedure Text on Second Year of Junior High School Student."

1.2 Research Questions

The problem that is going to be discussed in this paper can be stated as follows:

1. Is there any significant difference of students' achievement in writing procedure text using suggestopedia method?

2. Which aspects of writing can the suggestopedia method improve on a students' achievement in writing procedural text?

1.3 Objectives

In line with the problems faced in the background and the formulation of the problem, the purpose of this study are :

1. To find out is there any significant difference of students' achievement in writing procedure text using suggestopedia method?

2. To find out which aspect of writing can the suggestopedia method improve on a students' achievement in writing procedural text.

1.4 Uses

The findings of the research are expected to be beneficial for both theoretically and practically :

1. Theoretically, it will strengthen the previous research. Giving more up to date result based on this research's year. It also can be used as as reference for future researcher.

2. Practically, it can be helpful for teacher especially English teachers to find which most suitable method they will be use on their class.

1.5 Scope

This research has been conducted using the quantitative method. The point of this research is the method. The researcher discovered it is advantageous when used on junior high school students. Furthermore, the subject of the research would be the second year of junior high school students at SMPN 38 Bandar Lampung.

The research has focused on using the suggestopedia method in a classroom setting. Researchers have been using the original suggestopedia by Lozanov as their primary variation. Also, the researcher would use the procedure text as test material when the method is applied to the students. The researcher would use procedure text that provides instructions for carrying out certain activities.

1.6 Definition of Terms

In this research, there are some terms that mostly appear in the explanation of each chapter.

Those terms are dealing with the core of this research, such as:

1. Suggestopedia

Suggestopedia is a language teaching concept designed in 1970 by Georgi Lezanov, a Bulgarian psychologist and educator. Lezanov believes that during the learning process, pupils use their unconscious mind to relax and concentrate by delivering positive suggestions. In the teaching and learning process, music rhythm is utilized. (Harmer, P.90, 2001)

2. Writing

Writing, according to Nunan (2003: 88), is an intellectual activity that involves locating ideas and considering how to communicate and organize them into a statement and paragraph that is easy to comprehend. It implies that the writers are expected to express their views and organize them into a coherent piece. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

Writing, according to White (1986:10), is the process of conveying ideas, information, knowledge, or experience, as well as understanding the writing in order to obtain knowledge or information to share and learn. Writing, according to Tarigan (1994:3), is an activity that involves creating or drawing visual symbols that reflect a language that is understood by individuals, so that other people may read the graphic symbols provided. People will be able to grasp the visual symbols if they are familiar with the language and the graphic. Ramelan (1992: 14), in a similar vein to Tarigan, said that writing is a representation or symbol of language.

Writing, according to the description above, is an activity in which the writer expresses ideas, events, feelings, or thoughts in written form that may be used to communicate with others. Writing is a medium of human communication which involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbols.

3. Procedure Text

"Procedure Text is an established or formal way of doing something" according to the Compact Oxford English Dictionary (1996:901). Procedure text can be defined as a text that explains how people complete various operations in a sequential order. "Procedure text is a series of instructions that performs a specific task of function," according to American Heritage Dictionary (2000:1398).

4. Achievement

Tinambunan (1988: 149) defines achievement as the student's grasp of some body of knowledge or proficiency in certain skills. Besides, Garrison, Kingston, and McDonald (1955-1964: 331) affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area. Based on the opinions above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

Those are background, research questions, objectives, uses, scope, and definition of terms that were used in this research. Further elaboration on the theories are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter served the literature of paper relevant to the theory concept of writing, procedure text, teaching procedure text, suggestopedia, teaching writing procedure text through suggestopedia and theoretical assumption and hypotheses as follows:

2.1 Writing

According to specialists, there are numerous definitions of writing; nonetheless, in this situation, researcher will solely describe three. According to Tarigan (1994:3), writing is the process of creating or drawing graphic symbols that reflect a language that people understand, so that others may read the graphic symbols. White (1986:10) asserted that writing is a technique of explaining things, information, knowledge, or experience, and that writing is used to collect facts or information in order to share and learn. People can understand the graphic symbols if they grasp the language as well as the graphic. And Ramelan (1992: 14) additionally expressed, writing isrepresentation or image of language. From the definition higher than the author will conclude that writing is an activity to express ideas, events, feeling or thinking in written kind that may be the tool to communiacate with the opposite folks.

2.2 Components of Writing

The content of writing should be clear to the readers, so that the readers can understand the message that is conveyed and gained from the content of the information itself. In order to have a good content of writing, its content should be well unified and completed. The term is usually known as unity and completeness, which becomes the characteristics of a good writing. The ability to produce proper and accurate sentences. The use of language in writing descriptions and the order forms of writing involves usage and point of grammatical structure, as well as accurate usage and point. It also has a significant impact on the quality of writing. Writers should pay attention to the application of grammatical rules governing tenses, prepositions, conjunctions, clauses, articles, and so on in order to have proper grammar in their work.

Jacobs (2008: 22) points out five kinds of components in writing. They are content, organization. language use, vocabulary, and mechanics.

a. Content

Content of writing should be understandable. Therefore, the readers can understand the message in the text and got information from it. There is a thinking that can be measure in connecting with component. The composition should contain one central purpose, should have unit, should have coherence and continuity, and should be adequately develop.

b. Organization

Organization is the overall structure of piece of writing. The most workable method to organized essay is to state the main idea of the paper in an opening paragraph and the devote a separate paragraph in the body to each major division of thought. Organization concerns with the way of how the writer arranges and organize their idea and their massage in writing from which consist of same partial order. In writing, the writer should know about what kinds of paragraph that they want tow writer and what topic that they want to tell to the readers. It must be supported by cohesion.

c. Language Use

It is very important to use language that fits researcher's audience and matches purpose. Inappropriate language uses can damage researcher's credibility, undermine researcher's argument, or alienate reseracher's audience. Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structures we use to make it.

d. Vocabulary

Vocabulary is the list of word and sometimes plus usually arranged in alphabetical order that expired at distally, grouchy. Vocabulary is an area which gives the students various kinds of learning problems, including spelling. It is also an area where it can be useful for them to have reference lists. in the form of lexical sets, such as clothes, furniture, food, etc.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand. to recognize immediately. The use of favourable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials.

2.3 The Process of Writing

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish researcher's rough draft by editing it and making revisions. Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four processes of writing.

1. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

2. Drafting

The drafting stage is where researcher really begin writing. The most important thing here is to get words onto paper. After researcher have finished in planning, researcher can continue to the next step(drafting). Rough drafts are the first segment of the drafting process, where researcher are placing information on the page. A rough draft may undergo editing by the writer, but it is not the polished version of the assignment. The first draft on researcher's paragraph, the students have to use the ideas from planning as a guide as researcher write, remember to:

 a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

 b) Stick the topic does not include information that does not directly support the main idea.

 c) Arrange the sentences so that the other ideas make sense

 d) Use signal words to help the reader understand how the ideas in researcher's paragraph connected.

3. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. Harmer (2004: 4) stated that, the way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The writer can consider some steps for editing, those are follows:

a) Add new ideas to support the topic.

b) Cross out sentence that does not support the topic.

c) Change the order of the sentences.

d) Using the following checklist to revise researcher's paragraph;

1) Make sure researcher have a topic sentence

2) Cross out sentences that do not relate to the main

3) Check to see if the sentences are in right order

4) Add new ideas if the support the topic sentences

5) Make sure researcher have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

4. Finishing

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece researcher are working on.

a) Bloggers need to upload, format and post their piece of completed work.

b) Students need to produce a final copy of their work, in the correct format.

c) Is often means adding a bibliography, ensuring that citations are correct, and adding details such as teacher's student reference number

d) Journalist need to submit their piece (usually called "copy") to an editor. Again, three will be a certain format for this.

e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure researcher follow them. If

researcher have written a novel, look for an agent who represent

researcher's genre.

The students might decide to represent these stages in the following way:

Planning > Drafting > Editing > Finishing

2.4 Teaching Writing

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. A teacher has to guide and facilitate the learners or students to learn. It is expected that from the teacher guide and facilitate; the students will be enable in understanding the material. In addition, a teacher also has to be able to set a good and comfortable condition for the students to learn. In other hand, the teacher must make a good interaction with the students.

Leonard H. Chalrk (1986, p. 14) said teaching is a process of interaction, somewhat like that between players in a tennis or dogs in a fight. The teacher does something to students: the students do something in return. As a result of these reciprocal actions, the students learn. If interpersonal relations in the classroom are good, it is assumed that learning will occur. If they are bad, it is assumed that learning is not apt to occur; or, if it does occur, it will occur in less degree and with less stability.

There have been paradigm shifts in approaches to teaching academic writing over the last few decades (Paltridge, Harbon, Hirsh, Shen, Stevenson, Phakiti, & Woodrow, 2009). From the mid 1940s to mid-1960s, controlled composition was practiced widely in writing classes. Such a teaching approach aims to improve the

accuracy of students' written works, based on a behaviorist view that repetition and imitation will lead to habit formation (e.g., writing grammatically correct sentences). An example of controlled composition is for teachers to give sample sentences of a chosen structure, and then students are tasked to write a few sentences following that pattern. Later in the mid-1960s, English Language teachers realized that students needed to focus not only on grammatical accuracy of the sentences they produced but also the functions of writing. Thus, teachers adopted a rhetorical function approach where they shifted the teaching focus from sentence level accuracy to a discourse level that emphasized the purposes of writing such as description, comparison, and contrast. Since the 1970s, the process approach to writing has gained popularity. Instead of focusing primarily on the form/correctness of the writing, teachers now encourage students to pay attention to macro-level communicative purposes. The aim of the process approach is to let the students' ideas decide the form of a piece of writing (Silva, 1990).

2.5 Procedure Text

A procedure is a series of activities, tasks, steps, decision, calculation and other processes, that when undertaken in the sequence laid down procedures, and then described the result, product or outcome. The purpose of a procedure text type is to explain how something can be done. A procedure is to describe how something is accomplished through a sequence of actions or steps (Depdiknas, 2003:49). A procedure consists of a series of steps which shows how to achieve some goals. The simplest procedure is a short series of simple imperative clauses centered on well-

known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry out the instructions successfully. Simple constraint may be expressed as circumstances of manner or place e.g. carefully, near the edge. More complicated constraint might be expressed as conditional clauses e.g. if the metal is cool (Feez and Joyce, 1989: 87-88).

When students write a process analysis, they explain how to do something or how something works. This type of writing is especially informative because it tells readers something they want or need to know. A receive in writing is a process of analysis. Instructions for operating DVD players and applicants are process of analysis. So, the students can write procedure text, for example how an egg develops into a mature chicken or how automobile's motor mixes gasoline with air (Meyers 2005: 17). The elements of procedure text are: (1) goal, (2) materials, and (3) steps 1- n. Moreover, the steps on how to create a procedure are: (1) begin with a statement of the purpose, an importance of the specific task, (2) present a step-by step description of "how to proceed", (3) express the steps in the procedure in a simple and clear format, making it correct and complete (Depdiknas 2003).

According to Walter (2015) procedure text can be divided into three types based on its purposes:

a) Instruction text, it gives an information how to operate and use something, e.g., how to make a Facebook account, how to insert the simcard, or how to turn off the laptop.

b) Do a particular activity, the steps that explain how a daily activity is achieved, e.g., food recipe, rules of the game, experiment in science.

c) Human behaviour, it contains the steps of how humans act and interact throughout their life, e.g., how to be a successful businesswoman, or how to enjoy life.

In writing these three types of text, it contains language contains language features and generic structure according to procedure text.

2.6 Suggestopedia

According to Zaid (2014: 110), suggestopedia is a teaching method based on a modern understanding of how the human brain works and how to learn most effectively. A concept that presents a view that humans can be directed to do something by giving it suggestions. This method has several key elements including a rich sensory learning environment (images, colours, music, etc.), positive expectations of success and the use of a variety of methods: text dramatized, music, active participation in songs and games, etc. This method is carried out in four steps: Presentation, a preparatory stage where students are helped to relax and move into a positive frame of mind, with a feeling that learning will be easy and enjoyable; First Concert (Active Concert), This involves an active presentation of the material to be studied. In this lesson there is a dramatic reading of a piece of English text, accompanied by classical music; Second Concert (Passive Concert), Students are now invited to relax and listen to classical music, with the text being read very quietly in the background. Music is specially selected to bring students into an

optimum mental state for easy material acquisition; Practice, Use of various games, puzzles, etc. to review and consolidate learning.

Suggestopedia comes from suggestology, which is the study of systematically non-rational influences or unconscious influences on human behaviour. This method was developed by Georgi Lozanov, a Bulgarian psychotherapist in 1975. According to this science, humans always react to these irrational influences. Suggestology as a science has found that the suggestion factor is very important in human life. In an interaction there are always two aspects, namely the logical aspect (conscious) and the emotional aspect (unconscious). The main task of suggestopedia is to make sure that the hidden mental capacity of human storage can be mobilized for learning purposes by organizing a comprehensive system. In this case, suggestive and unconscious emotional cues can be coordinated as best they can.

2.7 Teaching Writing through Suggestopedia Method

Yuliani (2014:1) stated that suggestopedia is a very enjoyable activity for the students, so they will be motivated to follow the lessons. Suggestopedia is done with the preparation or planned in advance by the teacher concerned. For example when students will start the lessons, the teacher can renovate the classroom in such a way appropriate learning materials, so that the class to be beautiful and comfortable. In addition, the teacher also can prepare the media to play classical music in the classroom.

The main focus of the usage of suggestopedia in teaching writing is to keep the student's motivation keep high. So the teacher can easily explain about the material, the step of writing the procedure text.

Setianingsih (2016:3) revealed that the way to teach procedure text using the suggestopedia method is as follows, setting up the class is the teacher's first task. Make sure the classroom is in the correct mood before the students arrive. Considering that humanism is a top priority in Suggestopedia methods, the teacher strives to make classes as relaxed as possible. The teacher can start by rearranging student seats. It will be easier for the teacher to communicate with students and for students to communicate with each other. To start learning, apply the usual method that researcher use in class while introducing Suggestopedia implicitly. The teacher can find out what the student's challenges are with learning. Pay attention to queries on psychological learning. The instructor should take their time implementing new methods in the classroom. In this method, the teacher must take things slowly.

Students can be fully instructed in the suggestopedia method after the second meeting. The first meeting can be viewed as both an introduction and an adjustment. In this matter, the teacher can concentrate on providing illustrations of procedure material while trying to attract tales from the students regarding the subject under discussion. To release tension, increase conversation and connect students as close as possible to the teacher. The teacher can next present materials on procedure text, such as examples of process text and instructions on how to create it, once a calm environment has been established. Considering that music is a relaxing medium, using it as a learning tool is of course highly advised.

2.8 Procedure of Teaching Writing through Suggestopedia Method

The teacher should not be rushing when using the Suggestopedia method in the classroom. A lot of things need to be considered and accomplished for Suggestopedia to be effectively implemented. Setianingsih (2016: 4) outlines the following process for instructing classes using Suggestopedia:

1. Prepare the materials that will be delivered that day to get things started. Make sure the information being presented on that day adheres to the concept of suggestopedia.

2. The teacher can start setting up seats in the classroom to enable interaction between students and with the teacher once the teacher has determined the most effective way to present the information.

3. Use straightforward language to welcome the class. Make a relaxed impression, and the students will follow.

4. Start distributing information on the procedure text. To offer material, the teacher can utilize paper or PowerPoint. Give pupils enough time to read it independently so that they can understand the fundamental ideas of the material the teacher provide. The teacher can utilize music to help students read the material reseracher present while becoming calm.

5. Increase two-way contact between students and teachers throughout the learning process. Make sure that is relaxed and not feeling pressured to learn. One of the fundamental ideas behind Suggestopedia would be this.

2.9 Advantages and Disadvantages

There must be advantages and disadvantages to applying any kind of media to teaching. Since this research has been using suggestopedia as a method, it would be needed to understand the value and drawbacks of it in terms of learning activities. The advantages and disadvantages of using the suggestopedia method in teaching writing are described below:

Advantages

1. Teacher can be optimal to elaborate the material by using some instrument music to make students interest.
2. Students are happy to join the class when the setting of the class different and unique.
3. The student will have a good memorizing of the vocabulary.

Disadvantages

1. Teacher should be spending more time to prepare the classroom with suggestopedia method.
2. More complex to prepare materials rather than other method.
3. Some of students may feel noisy in the classroom and get distracted.

After all, by knowing the advantages and disadvantages of the suggestopedia method it is hoped that the researcher can maximize the strong point and dismiss the drawbacks of suggestopedia when conducting the learning process. Therefore, all of the activities can run well based on the procedure.

2.10 Theoretical Assumption

In line with the frame theories above, it was believed that students' writing achievement had improved. Suggestopedia methods are used here to provide suggestions that stimulate the students' imaginations through the wave development of the song that has been played. Through the Suggestopedia method, using songs would give comfort to the students, according to Selva (2015: 136) in the International Multidisciplinary Research Journal, so learners can enjoy an innovative method like Suggestopedia while learning languages. Meanwhile, content is the writing aspect that improved the most after the implementation of the suggestopedia method on procedure text. Furthermore, the researcher would assume that students are actively engaged when the teaching method is used because they feel more relaxed than before. In the end, the suggestopedia method could have a pleasing impact on the students' writing.

2.11 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypotheses as follow:

To answer the research questions, researcher uses descriptive hypothesis.

H_1: There is an improvement in students' procedure text writing ability after the implementation of suggestopedia method.

H$_2$: Content is the aspect that improved the most after the implementation of the suggestopedia method.

Both hypotheses are based on previous research where there is an improvement on students' achievement and the most improved writing aspects on the test is content. The first hypothesis is estimated because, despite being insignificant, the learning method must have improved. The second hypothesis is anticipated because the teacher will give more attention to teaching the procedure text's contents than to the punctuation of the students.

Thus, the theories that have been discussed in this chapter are concept of writing, aspects of writing, component of writing, teaching writing, general concept of procedure text, suggestopedia, teaching writing through suggestopedia method, procedure of teaching writing through suggestopedia method, advantages and disadvantages, theoretical assumption and hypothesis

III. METHODS

This chapter discusses about research design, population and sample, instrument of the research, data collecting technique, and data analysis of student's procedure text output before and after getting a treatment through suggestopedia method.

3.1 Design

The design for this research is the pre-post-test design proposed by Setiyadi (2018). At the first meeting, the students were asked to do a pretest. The students were then given treatment using the suggestopedia method. Then, the students were given a posttest at the end of the treatment.

T1	X	T2

Explanation:

T1 : Pre-test

X : Treatment (using suggestopedia method)

T2 : Post-test

3.2 Population and Sample

The population is defined as the total number of elements, subjects, or members who share one or more common characteristics (Wiersma, 2000: 459). In this

research, the researcher took second grade students of junior high school 26 of Bandar Lampung. Individuals compose a sample, while sample is the subject of individuals. Nunan has provided population states (1992). The sample must be representative of the entire population. A class from the second grade has been the sample for this research in the experimental class. The class included approximately 30 students.

3.3 Data Collecting Techniques

The data were collected by using the following procedures:

a. Pre-test

The pre-test is given to the students before treatment. The purpose is to know how the student's competency before giving suggestopedia treatment to the students.

b. Treatment

After giving a pre-questionnaire, the researcher treats the sample by using suggestopedia method.

c. Post-test

At the last meeting, the researcher was given a post-test to measure the students' competency after the treatment.

3.4 Research Procedure

In order to ensure that the result deals with its best procedures to maintain a good process, there are several steps as follows:

1. Determining the population and selecting the sample

The population of this research used to be the second-grade students of SMPN 38 Bandar Lampung. The sample class was chosen by lottery.

2. Administering a pretest

A pre-test has been conducted to measure students' preliminary ability before treatment. In this step, students in the experimental class have been assigned to write a procedure text. The time allocation would be 30 minutes.

3. Conducting the treatment

After giving the pre-test to the students, the experimental class has been treated using the suggestopedia method. The treatment was completed in 60 minutes. The treatment has been conducted in three meetings. In those three meetings, the students would be guided to write a procedure text using the suggestopedia method.

4. Administering post-test

In order to see the improvement in students' writing abilities, a post-test has been conducted in the experimental class after they are given the treatment. The examination is written. The students would be asked to produce one piece of procedure text. The post-test has been conducted for 60 minutes.

5. Scoring

Since the researcher uses two raters to score writing tests, the researcher has filled out the scoring tests for the first rater (R1) and the second rater (R2) with the help of the English teacher.

6. Analyzing data

After scoring the pre-test and post-test, the data have been analyzed using SPSS version 16. It is used to find out the means of the pre- and post-test and how significant the improvement is.

3.5 Instrument

The researcher has used one instrument of research to find the answer to the research question. The researcher employed a pre-test and post-test instrument. In this instrument, the researcher employs a pre-test to determine the student's proficiency with the procedure text prior to treatment. It should consist of a task about how to make a procedure text. After that, the student has been having a post-test, which has been used to check whether the method worked well on the sample or not.

3.5.1 Validity of the Test

The test has content validity because the researcher designed it based on the junior high school syllabus, curriculum and used a written test as a measuring tool. The researcher has been using procedure text writing in this study, which is designed to be understood by second-year junior high school students. And, because this study required writing score data, the instrument must accurately assess the students' ability to write a paragraph. It signifies that the test design is already aligned with the learning purpose (Hatch and Farhardy, 1982:251).

Table 3.1 Specification of Scoring Orientation

No.	Writing Element	Range Score	Maximum Score
1.	Content	13-30	30
2	Organization	11-20	20
3.	Language Use	7-20	20
4.	Vocabulary	7-20	20
5.	Mechanics	3-5	5
Total Score			100

3.5.2 Reliability of the Test

Blumberg (2005) stated that, the reliability refers to a measurement that supplies consistent results with equal values. Chakrabartty (2013) also said, it measures consistency, precision, repeatability, and trust worthiness of a research. It indicates the extent to which it is without bias (error free), and hence insures consistent measurement cross time and across the various items in the instruments (the observed scores). Since the instruments used in this research were in the form of writing tests, the researcher used inter-rater reliability to see the consistency of the test. It means that there were two raters who examine the test independently. Hence, in this research, the researcher collaborated with the writing teacher to assess students' writing based on the writing aspects proposed by Jacobs et al. (1981). Then, the result from both raters were compared to determine the reliability. Furthermore, to see the correlation between two raters, the researcher used Rank

Spearman Correlation. Meanwhile, statistical formula was used in order to achieve the reliability.

The formula is as follows:

$$p = 1 - \frac{6.\sum d^2}{N(N^2-1)}$$

Note:

p: coefficient of rank order

d: difference of rank correlation

N: number of students

1-6: constant number

(Hatch and Farhady, 1982: 206)

3.6 Data Analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. In order to get the exact result of this research, the data have been analysed by using some steps below:

Data Analysis Scoring all of the tests using inter-rater.

1. Tabulating the result of pre-test and post-test.

2. Obtaining the mean of both test by calculating the result using this formula:

$$Md = \frac{\Sigma d}{N}$$

Md: Mean (average score)

Σ d: Total students' score

N: Number of students

(Hatch and Farhady, 1982)

3. Getting the improvement of students' scores in order to find whether there is significant difference of students writing before and after being taught using suggestopedia method. To find the data, the researcher uses the formula below:

$$I = M2 - M1$$

I: The improvement of students' writing achievement

M1: the average score of pre-test

M2: the average score of post-test

4. Composing a discussion regarding the result.
5. Answering the first research questions by concluding the result of the analysis.

3.7 Data Treatment

There are three basic assumptions that should be fulfilled in using *Repeated Measure T-test* analysis to examine the hypotheses (Setiyadi, 2018).

1.   The data are an interval.

2.   The data are taken from random sample in population (non-absolute).

3.   The data are distributed normally.

To know whether the data are normally distributed or not, the researcher has been applied Shapiro-Wilk Formula with the hypotheses stated below:

H_1: The distribution of the data is normal

H_2: The distribution of the data is not normal.

3.8 Hypothesis Testing

The formula for testing the hypotheses of this research is:

$$H_1 = Sig. < 0.05$$

H_1: There is an improvement in students' procedure text writing ability after the implementation of suggestopedia method.

H_2: Content is the aspect that improved the most after the implementation of the suggestopedia method.

The hypotheses were analysed by using Repeated Measure T-test of Statistical Package for Social Science (SPSS). In addition, to find out the second research

question, the researcher compared the result of each writing aspect to know which of them has the most significant improvement.

In short, this chapter covers the methods of the research which is concerned with research design, subject of research, data collecting technique, research procedures, research instrument, reliability and validity of instrument, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

Based on the data that has been shown in the previous chapter conducted on second grade students of SMPN 38 Bandar Lampung, this last chapter contains two important things that are used as the final of the research, namely: conclusions and also suggestions for English teachers and also other researchers who will implement the use of suggestopedia method to enhance students' writing ability in procedure text.

5.1 Conclusion of The Research

In this chapter we will discuss the conclusions of all the results of this study. There are several important points that can later support this research. The conclusions of this research also provide an overview of what happened when the research was carried out.

1. As it stated before, the first research question is answered by looking at the result of the research. The researcher uses T Measure Test to find out about the gain of pre-test and post-test. Using Suggestopedia as a teaching method gave a significant difference in students' ability in writing procedure text of the second-grade students of SMPN 38 Bandar Lampung. It can be seen from the posttest (71.477) and pretest (56.227) results that have which has an increase of 15.250. On their final test results, there was only 6 students who scores

below Minimum Mastery Criterion. The students were very enthusiastic following the class while the suggestopedia method has applied to them, it can support their ability to write procedure text. The students were engaged in learning process, because the use of suggestopedia created a new atmosphere for the students in the classroom. The students experienced positive progress during the teaching and learning process. The result of the data analysis showed that sig. (2-tailed) 0.000<0.05. It means that the hypothesis was accepted. There was a significant difference of students' writing ability before and after being taught through suggestopedia method at the second-grade students in SMPN 38 Bandar Lampung. It can be concluded, teaching writing by implementing suggestopedia method toward students' ability in writing procedure text at the second-grade students in SMPN 38 Bandar Lampung was successful.

2. The second research question is also answered by looking at the results of the research. The researcher found that content is the most improved writing aspect. The reason behind it is that the students are more focused on detailing their own writing product's content than taking care of any other aspect. Content is also the main element of the procedure text because students focus on clarifying what is being done in the procedure text. The result of the data analysis showed that sig. (2-tailed) 0.000<0.05. It means that the hypothesis was accepted.

We have seen that the conclusions of this research have been stated. More or less the conclusions given do not provide complete information, please see the previous chapter for details.

5.2 Suggestions

The researcher also tries to provide some suggestions that will be useful for future researchers and for English teachers who will use Suggestopedia in their classes.

A. **English Teacher**

1. The use of suggestopedia method can be applied by teachers, especially in learning to write procedure text. Students will be more interested if the process of their learning activities is accompanied by unusual way. students will participate more actively in learning that is not monotonous.

2. Some students cannot always adopt the method since they have different learning preferences. The substance and the procedure may occasionally be incompatible. Therefore, the teacher – to pay closer attention to the class to determine whether or not the method can be used.

3. Teachers should pay more attention to what must be prepared in suggestopedia method in their teaching. This is because this method would need a lot of preparation and enough time management.

4. In order for students to comprehend the form of the new teaching method that the teacher applied in the class; the teacher should give more details regarding the suggestopedia method and its objectives.

B. Further Researcher

1. The research must be carried out for a longer period of time in order to obtain the best results and clearest comparisons.

2. Reassessing and enlarging any theory, framework, or model that the researcher has used in the research. Future research can examine how a specific event, the appearance of a new idea or piece of evidence, or another recent incident affected the research problem.

3. The future researcher can be building upon findings of this research. These may relate to findings of the study that researcher did not anticipate. Moreover, the researcher may suggest future research to address unanswered aspects of researcher's research problem.

Finally, those conclusions and suggestions have been outlined above. The researcher considers getting validation from further research on the same topic, because this suggestopedia method can be used in other schools. It is hoped by the researcher that the use of suggestopedia method can improve better results in learning and teaching writing procedure text.

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