



## Improving Poetry Writing Skills through the Suggestopedia Method with Song Media

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### ABSTRACT

This study aims to: (1) describe the learning process of poetry-writing skills through the Suggestopedia method using song media among students of class X TPM 1 at SMKN Negeri Kudu Jombang; (2) improve students' poetry-writing skills through the application of the Suggestopedia method with song media in class X TPM 1 at SMKN Negeri Kudu Jombang; and (3) describe the responses of students in class X TPM 1 at SMKN Negeri Kudu Jombang after participating in poetry-writing instruction using the Suggestopedia method with song media. The research method employed was descriptive quantitative with a one-group pretest–posttest design. The research subjects consisted of 35 students who participated in poetry-writing instruction through the Suggestopedia method with song media. Data were collected through observation, poetry-writing tests, and student response questionnaires. The results indicate that the Suggestopedia method using song media significantly improved students' poetry-writing skills. The average pretest score of 67.83 increased to 80.71 in the posttest, showing an improvement of 12.88%. This improvement occurred due to a relaxed learning atmosphere, the presence of positive suggestions from the teacher, and the role of music in stimulating students' imagination and creative expression. Based on the questionnaire results, 93% of students provided positive responses to the implementation of this method, as it was considered enjoyable, motivating, and helpful in facilitating the expression of ideas into poetic form. Thus, the Suggestopedia method using song media can serve as an alternative and effective instructional strategy for improving poetry-writing skills while also strengthening students' affective and creative aspects in Indonesian language and literature learning.

*Keywords: poetry writing skills, suggestopedia method, song media*

## Peningkatan Kemampuan Menulis Puisi melalui Metode Sugestopedia dengan Media Lagu

### ABSTRAK

Penelitian ini bertujuan untuk: 1) mendeskripsikan proses pembelajaran kemampuan menulis puisi melalui metode sugestopedia dengan media lagu pada peserta didik kelas X TPM 1 SMKN Negeri Kudu Jombang; 2) meningkatkan kemampuan menulis puisi peserta didik melalui penerapan metode *Sugestopedia* dengan media lagu pada peserta didik kelas X TPM 1 SMK Negeri Kudu Jombang; 3) mendeskripsikan respons peserta didik kelas X TPM 1 SMK Negeri Kudu Jombang yang mengikuti pembelajaran setelah pembelajaran menulis puisi melalui metode sugestopedia dengan media lagu. Metode penelitian yang digunakan ialah deskriptif kuantitatif dengan desain *one group pretest-posttest*. Subjek penelitian adalah 35 peserta didik kelas menulis puisi melalui metode sugestopedia dengan media lagu. Data dikumpulkan melalui observasi, tes menulis puisi, dan angket respons peserta didik. Hasil penelitian menunjukkan bahwa metode *sugestopedia* dengan media lagu secara signifikan mampu meningkatkan keterampilan menulis puisi peserta didik. Rata-rata nilai pretes sebesar 67,83 meningkat menjadi 80,71 pada postes, dengan kenaikan sebesar 12,88%. Peningkatan ini terjadi karena suasana belajar yang rileks, adanya sugesti positif dari pendidik, serta peran musik yang menstimulasi imajinasi dan ekspresi kreatif peserta didik. Berdasarkan hasil angket, sebanyak 93% peserta didik memberikan respons positif terhadap penerapan metode tersebut, karena dianggap menyenangkan, memotivasi, serta memudahkan mereka dalam menuangkan ide ke dalam bentuk puisi. Dengan demikian, metode *sugestopedia* melalui media lagu dapat menjadi alternatif strategi pembelajaran yang efektif dalam meningkatkan kemampuan menulis puisi sekaligus memperkuat aspek afektif dan kreatif peserta didik dalam pembelajaran bahasa dan sastra Indonesia.

*Kata kunci: menulis puisi, metode sugestopedia, media lagu*

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## INTRODUCTION

Writing is one of the most complex language skills because it simultaneously involves cognitive, affective, and psychomotor aspects (Tarigan, 2008:2). In the context of Indonesian language learning, writing serves not only as a means of written communication but also as a means of reflective and creative thinking, enabling students to process ideas into meaningful expressions. One form of writing skill that demands a high level of creativity is poetry, as it contains aesthetic, emotional, and intellectual dimensions that intertwine. Through poetry writing activities, students are trained to hone their sensitivity to language, express feelings, and develop imaginative abilities. However, observations at Kudu State Vocational School, Jombang, indicate that the poetry writing skills of 10th-grade TPM 1 students are still relatively low. These difficulties are evident in the selection of diction, arrangement of lines, and poetic expression of themes. Students tend to write literally without considering aesthetic elements, imagery, or style. This low ability is related to conventional learning methods, which are teacher-centered and lack emotional stimulation. Writing lessons are often conducted in a formal and mechanistic setting without considering the affective and psychological aspects of students. This results in low learning motivation and a lack of confidence in writing creative works.

From a modern educational perspective, this situation highlights the need for innovative learning methods that integrate cognitive, emotional, and aesthetic aspects so that learning to write poetry becomes not only an academic activity but also a pleasurable, humanistic experience. According to Lozanov (1978:35), the suggestopedia method is an approach designed to activate the subconscious learning potential through positive suggestions, a relaxed atmosphere, and the use of music. The main principle of this method is to create a stress-free learning environment, support self-confidence, and foster intrinsic motivation in students. In a pleasant and suggestive atmosphere, students can absorb information more naturally and express themselves creatively.

Jensen (2008:385) adds that music has a powerful influence on brain activity, as it can stimulate imagination, strengthen long-term memory, and increase learning focus. Music also creates a state of relaxation that helps the right brain function optimally, which plays a role in processing creativity and emotions. Based on this perspective, the application of the suggestopedia method combined with song is highly relevant in the context of learning to write poetry. Songs can create a calm atmosphere, foster imagination, and stimulate students' aesthetic expression (Elmustian & Jalil, 2015). In literature learning, the musical elements of songs align with the rhythmic elements of poetry, so the two have a natural connection that can be utilized pedagogically.

Based on these problems, this study seeks to answer three main questions: (1) how is the process of implementing poetry writing learning through the suggestopedia method using song as a medium? (2) how does student poetry writing improve after implementing this method? (3) how do students respond to learning using the suggestopedia approach using song as a medium? The purpose of this study is to describe the learning process, analyze the improvement in poetry writing skills, and reveal students' perceptions and responses to this innovative learning approach.

## METHOD

This research employed a quantitative descriptive approach with a one-group pretest-posttest design (Abubakar, 2021; Razak, 2017). The aim was to describe the improvement in students' poetry writing skills after the application of the suggestopedia method using songs as the medium.

The subjects were 35 10th-grade students of TPM 1 SMK Negeri Kudu Jombang. The study was conducted over two months, from March to April 2025. The research procedure included three stages: (1) preparation, consisting of initial observations and the development of learning materials; (2) implementation, through the application of the suggestopedia method, consisting of four stages: presentation, active concert, passive re-



view, and practice, using songs as the primary medium; and (3) evaluation, through the administration of poetry writing tests before and after the treatment to measure improvement in skills.

Data collection instruments used included observation sheets for learning activities, poetry writing ability tests, and questionnaires assessing students' responses to the method.

The data obtained were analyzed using simple statistics, namely calculating means and percentages to determine trends in learning outcomes, and comparing pretest and posttest scores to determine differences in average scores.

$$X = (\Sigma X)/N$$

Note:

X : mean

X : total number of data

N : number of data

An analysis was also conducted on the questionnaire using percentage calculations to illustrate the tendency of student responses to the learning atmosphere and effectiveness. The results of the quantitative score comparison were then interpreted descriptively, taking into account field observations to strengthen the validity of the findings.

$$P = f/N \times 100\%$$

Note:

P : total percentage of observation scores

f : number of observer responses

N: total score

This approach was chosen because it allowed researchers to empirically assess the extent to which the song-assisted suggestopedia method was effective in improving poetry writing skills, while also providing a concrete picture of a more enjoyable, suggestive, and creative learning experience for students.

## RESULT

Through several processes and stages of data collection and extensive data analysis, the following research results and discussions were obtained:

### 1. Implementation of Poetry Writing Learning Using the Suggestopedia Method Using Songs for Grade X TPM 1 Students at SMK Negeri Kudu Jombang

The process of implementing poetry writing learning using the suggestopedia method using songs was conducted on Wednesday, May 14, 2025, in Grade X TPM 1 Students at SMK Negeri Kudu Jombang. This activity took place in one meeting with an allocated time of 2 x 45 minutes, starting from 9:00 AM to 11:55 AM. The total number of students was 35, all male. During the activity, the researcher conducted observations using activity observation sheets for both teachers and students. The learning activity consisted of three stages: introduction, core activities, and closing. The learning process was observed using two observation instruments: the teacher activity observation sheet and the student activity observation sheet. The assessment scale used refers to a 1–4 Likert scale, with the following criteria: 1–4, with the following criteria: 1 = poor, 2 = fair, 3 = good, and 4 = very good. To obtain objective data, the researcher employed direct observation techniques of teacher and student activities during the learning process using an observation sheet. In this activity, the Indonesian language teacher in class X TPM 1 at SMK Negeri Kudu Jombang acted as observer. This observer played a crucial role in observing the learning process and recording various interactions between the researcher (as the learning implementer) and students. The breakdown, expressed as a percentage, can be seen in the following explanation:

#### 1.1 Observation Results of Teacher Activities

The teacher activity observation sheet included five assessment indicators, including opening the lesson, teacher attitude, delivering the material, giving assignments, and closing the lesson. The majority of indicators received a score of 3–4. The implementation of conventional learning in class X TPM 1 of SMK Negeri Kudu Jombang resulted in a standard mean percentage of 88.75.

Therefore, it can be concluded that the teacher's activities during the learning process using the

suggestopedia method using songs achieved an average of 88.75%, categorized as "Very Good." This indicates that the teacher optimally implemented most of the learning steps, such as providing positive suggestions through songs, motivating students, and creating a relaxed and enjoyable classroom atmosphere. Through the use of songs, the teacher successfully fostered enthusiasm for learning, improved concentration, and helped students write poetry with more expressive feelings and imagination.

### 1.2 Student Activity Observation Results

The student activity observation sheet included five assessment indicators, including attention, student attitude, responding to material, completing assignments, and closing the lesson. The majority of indicators received a score of 2-4. The implementation of conventional learning in class X TPM 1 of SMK Negeri Kudu Jombang resulted in a standard mean of 82.50.

Based on observations of student activities, which included five assessment indicators: attention span, attitude during the learning process, response to material, completion of assignments, and involvement in closing the lesson, an average percentage of 82.5% was obtained, categorized as "Good." This result indicates that students demonstrated a fairly optimal level of participation during the learning process. The majority of students were able to follow the learning flow well, responded appropriately to teacher instructions, and demonstrated enthusiasm in completing assigned tasks. This percentage also indicates that learning was effective and conducive, although there were still several minor aspects that could be improved to achieve the "Very Good" category. Overall, student activities reflected good engagement and supported the achievement of learning objectives.

## 2. Learning Outcomes of Poetry Writing Skills Using the Suggestopedia Method Through Songs in Grade X

This section presents a description of students' learning outcomes in poetry writing after

implementing the suggestopedia method using songs as a medium to answer the second research question. The researcher analyzed student scores to identify whether there was an improvement in poetry writing skills among 35 grade X TPM 1 students at SMK Negeri Kudu Jombang, all male, with a Minimum Completion Criteria (KKM) for writing of 70. Learning outcomes were classified into two categories: M (met) for scores = 70 and TM (not met) for scores < 70, making it easier for the researcher to determine the level of completion based on school standards. Through this classification, the researcher was able to objectively measure the success of the song-assisted suggestopedia method in improving students' writing skills by comparing pretest (before) and posttest (after) scores, which are presented in the next section.

### 2.1 Pretest Results of Students in Grade X TPM 1 of SMK Negeri Kudu Jombang

Before administering conventional learning, a pretest was administered to Grade X TPM 1 of SMK Negeri Kudu Jombang to determine students' basic abilities. After the pretest was conducted and conventional learning was implemented, students took a posttest. The following table presents the results of students' poetry writing abilities before the intervention.

Table 2  
Pretest Results of Students in Grade X TPM 1 of SMK Negeri Kudu Jombang

No.	Initial	Posttest	Category
1	MGG	77	achieved
2	MRA	77	achieved
3	MAI	75	achieved
4	MDK	74	achieved
5	KF	72	achieved
6	MFA	72	achieved
7	MZLM	72	achieved
8	MAA	72	achieved
9	DSP	70	achieved
10	FAA	70	achieved



11	MWS	70	achieved
12	AAAK	69	not achieved
13	AP	69	not achieved
14	MRR	69	not achieved
15	MRM	69	not achieved
16	ACE	68	not achieved
17	EDS	68	not achieved
18	MHS	68	not achieved
19	AFS	67	not achieved
20	JPS	67	not achieved
21	MFBO	67	not achieved
22	MIA	67	not achieved
23	ABS	66	not achieved
24	BN	66	not achieved
25	MGS	66	not achieved
26	MAA	66	not achieved
27	EPS	65	not achieved
28	FDA	65	not achieved
29	MS	65	not achieved
30	FAR	64	not achieved
31	MMR	63	not achieved
32	IPAM	62	not achieved
33	MFIM	62	not achieved
34	FNCP	60	not achieved
35	MARA	55	not achieved
	Mean	67,83	not achieved

Based on the table, the pretest scores of 35 students were calculated. Only 11 students fell into the M (Meeting) category, with an average score of 72.82 and a completion percentage of 31.43%. Meanwhile, 24 students fell into the TM (Not Meeting) category, with an average score of 65.54 and an incomplete percentage of 68.57%. This difference indicates that the majority of students remained in the TM (Not Meeting) category, as indicated by their scores significantly below the M (Meeting) group.

## 2.2 Posttest Results of Grade X Students of TPM 1 at SMK Negeri Kudu Jombang

The purpose of the posttest was to determine the improvement in students' poetry writing skills

after participating in the suggestopedia method, using song as a medium. The posttest was administered after the learning series was completed to measure the method's effectiveness in improving learning outcomes. By comparing the pretest and posttest scores, significant changes in poetry writing skills were identified. Thus, the post-test serves as the basis for assessing the success of the suggestopedia method in creating a fun and motivating learning environment and enhancing students' expressive abilities. The post-test scores for 10th-grade TPM 1 students at SMK Negeri Kudu Jombang are presented in the following section.

Table 2  
 Post-test scores for 10th-grade TPM 1 students at SMK Negeri Kudu Jombang

No.	Initial	Posttest	Category
1	DSP	92	achieved
2	ABS	90	achieved
3	AP	88	achieved
4	MGG	88	achieved
5	MGS	88	achieved
6	MHS	88	achieved
7	BN	86	achieved
8	MWS	86	achieved
9	EPS	84	achieved
10	FAR	84	achieved
11	KF	84	achieved
12	MS	84	achieved
13	MAA	84	achieved
14	MAI	84	achieved
15	AAAK	82	achieved
16	FNCP	82	achieved
17	FAA	82	achieved
18	JPS	82	achieved
19	MAA	82	achieved
20	MDK	80	achieved
21	MARA	80	achieved
22	MRR	78	achieved
23	ACE	77	achieved
24	MMR	77	achieved

25	MRM	77	achieved
26	FDA	76	achieved
27	MZLM	76	achieved
28	EDS	75	achieved
29	MIA	75	achieved
30	IPAM	74	achieved
31	MFA	74	achieved
32	MFIM	74	achieved
33	AFS	72	achieved
34	MFBO	70	achieved
35	MRA	70	achieved
	Mean	80,71	achieved

Based on the table, the post-test scores of 35 students fell into the M (Meeting) category, with an average score of 80.71 and a completion rate of 100%. This indicates a significant improvement compared to the pre-test scores, where the majority of students fell into the TM (Not Meeting) category. This change in post-test scores demonstrates the success of the poetry writing learning strategy using the suggestopedia method and song media.

### 2.3 Comparison of Pre-test and Post-test Scores of Grade X Students of TPM 1 SMK Negeri Kudu Jombang

The comparison of pre-test and post-test scores was used to assess the improvement in students' poetry writing skills after the implementation of the suggestopedia method through song media. The pre-test scores reflect initial abilities before the intervention, while the post-test scores reflect the results after the learning process. Through this comparison, researchers were able to assess the effectiveness of the method more objectively. The results of this comparison are presented below.

Table 3  
Comparison of Pretest and Posttest Scores of Class X TPM 1 Students at Kudu State Vocational School, Jombang

No.	Initial	Posttest	Category
1	AAAK	69	82
2	ABS	66	90
3	AP	69	88
4	AFS	67	72
5	ACE	68	77
6	BN	66	86
7	DSP	70	92
8	EPS	65	84
9	EDS	68	75
10	FNCP	60	82
11	FDA	65	76
12	FAA	70	82
13	FAR	64	84
14	IPAM	62	74
15	JPS	67	82
16	KF	72	84
17	MGG	77	88
18	MS	65	84
19	MFA	72	74
20	MFBO	67	70
21	MMR	63	77
22	MDK	74	80
23	MGs	66	88
24	MZLM	72	76
25	MIA	67	75
26	MWS	70	86
27	MAA	72	84
28	MAA	66	82
29	MARA	55	80
30	MAI	75	84
31	MFIM	62	74
32	MHS	68	88
33	MRR	69	78
34	MRM	69	77
35	MRA	77	70
	Mean	67,83	80,71
	Percent	67,83	80,71

Based on the table, comparing the pretest and posttest scores, a significant increase in the aver-



age student scores was observed. The average pre-test score was 67.83 (67.83%), while the average posttest score increased to 80.71 (80.71%). This indicates that after being exposed to the suggestopedia method and songs as a medium for poetry writing, students in grade X TPM 1 of SMK Negeri Kudu Jombang experienced a 12.88% improvement in their poetry writing skills. Therefore, the learning program implemented can be considered effective in improving student learning outcomes.

### 3. Responses of Students

After learning poetry writing using the suggestopedia method and songs as a medium, the questionnaire results showed that the majority of students responded positively. The questionnaire was distributed to determine how they assessed the implementation of the method. Students found the learning more engaging, easier to understand, fostered imagination, and created a relaxed learning environment that motivated them to write poetry. Details of student responses are presented below.

Table 4  
 Responses of 10th-Grade TPM 1 Students at SMK Negeri Kudu Jombang after Learning to Write Poetry Using the Suggestopedia Method Using Songs

No.	Questions	Responses	
		Yes	No
1	Is learning to write poetry using the suggestopedia method through songs more engaging?	35	0
		100%	0,00%
2	Is learning to write poetry using the suggestopedia method through songs easier?	35	0
		100%	0,00%
3	Does the suggestopedia method through songs help you relax while learning to write poetry?	35	0
		100%	0,00%
4	Does the suggestopedia method through songs make it easier for you to understand the material?	34	1
		97%	3%
5	Does the suggestopedia method through songs make it easier for you to express your ideas in poetry?	34	1
		97%	3%
6	Does learning to write poetry using the suggestopedia method through songs help you be more imaginative?	35	0
		100%	0,00%
7	Does learning to write poetry using the suggestopedia method through songs make it easier to express your ideas and feelings?	35	0
		100%	0,00%
8	Does learning to write poetry using the suggestopedia method through songs motivate you to explore your potential in writing poetry?	28	7
		80%	20%
9	Does learning to write poetry using the suggestopedia method through songs make you more confident in writing poetry?	27	8
		77%	23%
10	Do you agree that the suggestopedia method through songs should be reintroduced to poetry writing lessons?	30	5
		86%	14%

Based on the table, it can be concluded that the implementation of the poetry-writing instruction using the Suggestopedia method through song media in class X TPM 1 at SMK Negeri Kudu Jombang received a positive response. This is evidenced by the questionnaire results, which show that the cumulative percentage of “Yes” responses (agreeing with the use of the Suggestopedia method through song media in poetry-writing instruction) reached 93.7%, while the cumulative percentage of “No” responses was only 6.3%.

## DISCUSSION

This discussion elaborates on the research findings by relating them to theories and previous studies, particularly regarding the use of the suggestopedia method with song media in improving the poetry-writing skills of Grade X TPM 1 students at SMK Negeri Kudu Jombang. The results show improvements in scores as well as positive student responses, confirming that this method can create an enjoyable, motivating learning atmosphere that stimulates imagination during the poetry-writing process.

### 1. The Implementation Process of Poetry-Writing Learning through the Suggestopedia Method with Song Media for Grade X TPM 1 Students at SMK Negeri Kudu Jombang

The poetry-writing learning process using the suggestopedia method with song media in Grade X TPM 1 at SMK Negeri Kudu Jombang took place on May 14, 2025. The activity was conducted in one meeting with an allocation of  $2 \times 45$  minutes, starting from 09:00 to 11:55. The number of students involved was 35, all of whom were male. The learning activity proceeded as planned and yielded satisfying results. Based on observations, the teacher’s activity obtained a total score of 71 and the students’ activity 66, both falling into the “good” category. These findings indicate that the learning process was interactive, communicative, and conducive, in accordance

with the instructional module design used, thus supporting the achievement of the poetry-writing learning objectives.

The success of the learning process aligns with the principles of suggestopedia proposed by Lozanov (1978), which emphasize the importance of creating a relaxed learning environment filled with positive suggestion. In practice, the teacher implemented the stages of presentation, active concert, passive review, and practice systematically providing positive suggestion during the presentation, creating emotional engagement in the active concert, reinforcing relaxation with music during the passive review, and allowing space for creative expression during practice. This combination of steps enabled students to be more open to ideas, more expressive, and more confident in writing poetry.

The role of songs as a learning medium is supported theoretically and empirically. In line with Djohan (2017), music can influence emotional states, improve concentration, and strengthen memory. In the context of suggestopedia, the love-themed song used served as a suggestive tool that was both calming and stimulating to students’ imagination. As a result, the music functioned not only as entertainment but also as a pedagogical medium that helped students develop ideas, visual imagery, and rhythmic language in their poems. This study also supports and is reinforced by previous findings, such as those of Munawaroh (2022), which showed that suggestopedia increases student learning activity and confidence. This research similarly demonstrated improvement in posttest scores compared to pretest scores, along with predominantly positive questionnaire responses, confirming the effectiveness of the suggestopedia method with song media. Thus, this learning strategy is effective not only in cognitive aspects—namely improving scores—but also in affective aspects such as motivation, self-confidence, and openness to creativity.



## 2. Poetry-Writing Learning Outcomes Using the Suggestopedia Method with Song Media in Grade X TPM 1 at SMK Negeri Kudu Jombang

Students' poetry-writing skills improved significantly after the implementation of the suggestopedia method with song media. In the pretest stage, out of 35 students, only 11 reached the "M" category with an average score of 72.82, while the remaining 24 were in the "TM" category with an average score of 65.54. After the treatment, all students reached the "M" category with a posttest average score of 80.71 and 100% mastery. Overall, the average score increased from 67.83 to 80.71, showing an improvement of 12.88%. These findings indicate that a relaxed, motivating learning atmosphere supported by music successfully reduced psychological pressure and helped students express ideas more freely in writing poetry. This aligns with Lozanov's (1978) theory, which emphasizes the importance of positive suggestion and relaxation in optimizing material absorption through subconscious memory. The music acted as an emotional stimulus that strengthened subconscious learning, thereby enhancing not only cognitive abilities but also students' affective and imaginative aspects. This result is further supported by Azizah (2020), who reported a significant improvement in short-story writing skills through the suggestopedia method, and by Windarti (2020), who confirmed the effectiveness of visual media in stimulating imagination during poetry writing. Both studies reinforce the idea that suggestive or imaginative media can improve the quality of the writing process.

Thus, the application of the suggestopedia method with song media has proven effective in enhancing poetry-writing skills, as it prioritizes a positive, relaxed, and humanistic learning environment. In addition to academic improvement, students also demonstrated growth in motivation and confidence, making this method superior to teaching approaches that pay less attention to emotional and psychological aspects of learners.

## 3. Students' Responses of Grade X TPM 1 at SMK Negeri Kudu Jombang After Poetry-Writing Learning through the Suggestopedia Method with Song Media

The questionnaire distributed on May 14, 2025 revealed highly positive responses toward the use of the suggestopedia method with song media in poetry-writing learning. Out of the ten indicators, 93.7% of the students' answers were "Yes," showing that the method was considered interesting, easy to understand, and helpful in expressing imagination. The relaxed and enjoyable learning atmosphere was perceived to directly support improved motivation and poetry-writing skills, in line with the significantly increased posttest scores.

In detail, most indicators received overwhelmingly positive responses: interest, ease of learning, relaxed atmosphere, and assistance in understanding the material each received 100% to 97% "Yes" answers. Students also felt that the method helped them express ideas and enhanced their imagination. Some indicators showed more varied responses, such as motivation (80% "Yes"), self-confidence (77% "Yes"), and willingness to use the method again (86% "Yes"), indicating that a small number of students felt the method did not fully match their learning preferences.

Theoretically, these results support Lozanov's (1978) view that positive suggestion and a relaxed atmosphere accelerate material absorption. Music acts as a suggestive medium that creates emotional comfort, while Djohan (2017) explains that music helps activate the brain in a balanced manner, improving students' concentration, imagination, and creativity. These conditions made students more focused, more expressive, and better able to write poems with richer diction.

These findings also align with studies by Munawaroh (2022) and Maulidiah (2022), which revealed that suggestopedia and creative media can improve motivation, self-confidence, and learning outcomes in language skills. The key similarity lies in the emphasis on enjoyable, participatory learning that draws on students' emotional experiences.

Thus, the suggestopedia method with song media has proven effective not only in improving poetry-writing outcomes but also in providing meaningful learning experiences. Students learned to manage emotions, express imagination, and build positive attitudes toward writing, making poetry writing not merely an academic task but a creative outlet supported by a nurturing atmosphere.

## CONCLUSION

This Based on the presentation of the research findings and discussion, several conclusions can be drawn as follows:

1. The poetry-writing learning process using the suggestopedia method with song media was carried out systematically and enjoyably. Observation results showed that teacher activity (score 71) and student activity (score 66) were in the “good” category, indicating that the learning atmosphere was successfully made conducive, interactive, and motivating. Positive suggestions and the use of relevant songs encouraged student engagement and active participation.
2. The students’ poetry-writing skills improved significantly after the implementation of this method. The average score increased from 67.83 in the pretest to 80.71 in the posttest, with an improvement of 12.88%, and all students achieved 100% mastery. These results show that suggestopedia through song media is effective in enhancing writing skills, especially in diction selection, imaginative development, and poetic expression.
3. The questionnaire responses showed highly positive appreciation, with 93.7% of students answering “Yes.” Students felt that the learning process was more engaging, easier to understand, relaxing, and helpful in expressing their ideas and emotions in poetry. This method also increased motivation, self-confidence, and

imagination, creating a more meaningful and enjoyable learning experience.

Based on these conclusions, the implications of this research include:

1. Theoretical Implications  
This research supports language learning theories that emphasize positive emotional stimuli and relaxation in the creative writing process. It also confirms the effectiveness of the suggestopedia method with song media in improving poetry-writing learning outcomes.
2. Practical Implications  
This method can be applied by Indonesian language teachers as an integrative learning model that combines cognitive, affective, and psychomotor aspects. Song media has proven to function not only as entertainment but also as an effective educational tool to foster students’ imagination and sensitivity.  
Based on this research, several suggestions are offered:
  1. For Teachers  
Poetry-writing instruction is recommended to apply the suggestopedia method with song media as an innovative learning strategy, especially for poetry writing. Teachers should select appropriate songs to create a conducive and enjoyable learning environment that enhances students’ motivation and imagination.
  2. For Students  
Students are expected to make use of this method to develop creativity, language sensitivity, and their ability to express ideas and emotions through literary works, while maintaining a positive and confident learning attitude.
  3. For Schools  
Schools are encouraged to support the application of innovative methods by providing audio facilities, technological equipment, and teacher training so that the learning process becomes more optimal, interactive, and relevant to students’ needs.
  4. For Future Researchers  
Future researchers are encouraged to further develop studies using this method and other



innovative media at different educational levels, subjects, or types of media to obtain a broader and deeper understanding of the application of the suggestopedia method in language learning.

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