

# Optimizing English Writing Skills Using the Suggestopedia Method Assisted by Paper Craft Media

*Husna Imro'athush Sholihah<sup>1\*</sup>, Muhammad Aunur Rofiq<sup>2</sup>, Wildan Farih Kurniawan<sup>3</sup> Azila Rahma Kamila<sup>4</sup>*

<sup>1,2,3,4</sup> STKIP Muhammadiyah Blora, Blora, Jawa Tengah, Indonesia

Email: [husna.azka@gmail.com](mailto:husna.azka@gmail.com)

## ABSTRACT

This research aims to optimize students' English writing skills by applying the Suggestopedia method in conjunction with papercraft media. Writing skills often pose a challenge for students, particularly due to limitations in vocabulary, ideas, and motivation. The Suggestopedia method, which emphasizes a relaxed and enjoyable learning atmosphere, was chosen because it can reduce learning anxiety and encourage free expression. Meanwhile, papercraft media is used as a visual and kinesthetic aid to stimulate creativity and facilitate the development of ideas in writing. This research employs an experimental method with control and experimental classes involving students from STKIP Muhammadiyah Blora. The sample of this study are 30 students. Data collection techniques use tests and questionnaires. The results indicated a significant improvement in the experimental group ( $t(29) = 12.54$ ;  $p < 0.001$ ) compared to the control group ( $t(29) = 6.87$ ;  $p < 0.001$ ), with an average gain of 34.09% versus 15.89%. The questionnaire results revealed that 90% of students felt more confident in writing, and 85% stated that papercraft helped them develop ideas more easily. In conclusion, integrating Suggestopedia with papercraft provides an effective, engaging, and motivating approach to improving students' English writing skills.

**Keywords:** *Suggestopedia, English Language, Writing skills, Papercraft, Innovative learning*

## Introduction

The modern era of globalisation has emphasised the importance of foreign language learning, as the need for cross-cultural communication and participation in the global job market continues to grow (Imro'athush Sholihah & Annas, 2024). Additionally, English is crucial to master or learn as an international language (Fatima et al., 2019). Given the importance of English in today's globalised world, every school, both in urban and rural areas, has made every effort to provide the best in academic fields so that their students can compete with other countries (Sulaiman, 2021). Therefore, children must be taught English from an early age (Khoirunnisa & Febrian Sya, 2024).

The formation of a language environment also supports student achievement in language learning (Farhani, 2022). The process of producing students with good language skills requires a skilled teacher (Fitriani Basri & Sahib, 2023). Therefore, students in elementary school teacher education programs, as future educators, should possess good language skills so they can teach and guide their students in mastering good language skills (Yunistita & Tari Simbolon Novi, 2022). One of the language skills is writing (Kadhafi et al., 2024). Writing is a form of manifestation of language abilities and skills that

are mastered last in language learning after listening, speaking, and reading (Berlianti Arisa Dias Putri & Ani Rusilowati, 2025). Writing is the process of symbolizing speech sounds into written form. Through these symbols, readers understand what the writer is communicating. Writing is the act of producing or depicting graphic symbols that represent a symbol that can be understood by one person so that others can read and understand the graphic symbols (Anggraeni et al., 2018). Writing skills also require students to acquire extensive knowledge, such as writing rules, mastery of skills, and so on (Utami et al., 2023). In this skill, students often experience limitations in grammar, vocabulary, and even self-confidence. Self-confidence is a crucial aspect of successful language learning (M. Makbul, 2021).

This study aims to optimize the writing skills of students in the Elementary School Teacher Education program through the use of the Sugestopedia method and papercraft as learning media. Sugestopedia is claimed to be a dynamic learning process because it integrates music, musical rhythm, classroom management, classroom decoration, and so on (Budianto & Fatrisna Yuniar, 2023). It is considered an effective language teaching method that emerged

from innovative discoveries in the field of neuroscience and is grounded in modern pedagogical principles (Ammara Jauza & Albina, 2025). Prospective elementary school teachers enthusiastically engage in designing and creating their own handicrafts within a collaborative classroom setting. Sugestopedia assists students in reshaping their perspectives on learning. Its implementation helps learners transform their outlook by making the learning process more comfortable and reducing feelings of insecurity (Dalilah & Ashila, 2024). Students are conditioned to become more relaxed and to overcome their lack of confidence during the learning process. To support this method, classrooms are designed as enjoyable spaces that foster positive and pleasant learning atmospheres (Anisa Jannasari et al., 2024). The selection of innovative and interactive teaching methods significantly influences the overall quality of the classroom learning environment. The creation of a language-rich environment also supports students' achievement in language learning.

On the other hand, the use of creative learning media can enhance students' interest, interaction, and motivation during the learning process (Ammara Jauza & Albina, 2025). Papercraft media, which involves the creation of three-dimensional models from paper, has been proven effective in improving writing skills. For instance, research by Srirahayu & Suci Pratiwi (2020) demonstrated that the use of papercraft diorama media could enhance the short story writing ability of tenth-grade high school students. Furthermore, other studies have also shown that papercraft dioramas are effective in teaching descriptive text writing in junior high school. Integrating the Sugestopedia method with papercraft media in English language learning is

expected to create an enjoyable and creative learning atmosphere. Sugestopedia is claimed to be a dynamic learning process that incorporates music, rhythm, classroom management, decorations, and more (Farhani, 2022). This approach aims to improve students' writing skills innovatively and engagingly. Through this study, it is expected that empirical evidence can be obtained regarding the effectiveness of combining the Sugestopedia method with papercraft media in optimizing English writing skills.

## Method

The researchers used an experimental method (Quasi Experimental Design). QED (pre-post design with unequal control groups, interrupted time series, and stepped-wedge design) and discussed several variants that maximise internal and external validity at the design, execution and implementation, and analysis stages (Handley et al., 2024). The quasi-experiment used in this study is the Quasi-Experiment: Non-Equivalent Control Group Design, which is a quasi-experiment where a group is measured and observed before and after the treatment is administered (Mikroskil et al., 2019). This study uses two classes: an experimental class and a control class. The experimental class receives instruction using the suggestopedia method and papercraft media, while the control class receives instruction without the suggestopedia method and papercraft media. After administering the treatment to the sample, the researcher will conduct a test of English language proficiency for both the experimental and control classes. The researcher will then analyse the data obtained from the test, as shown in the following figure:

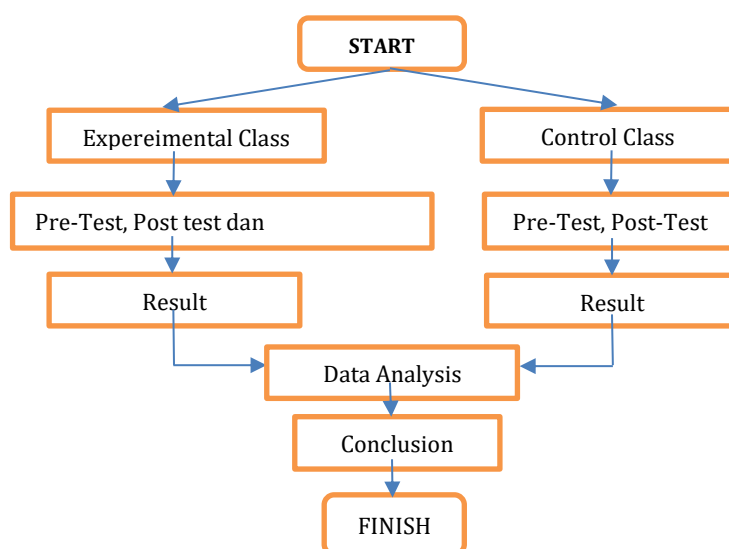


Figure 1. Research stages

The data collection techniques in this study used writing tests and questionnaires. A test is a measurement technique that contains various questions, statements, or a series of tasks that must be completed or answered by respondents (M. Makbul, 2021). Meanwhile, a questionnaire is a data collection technique carried out by providing a collection of written questions or statements to respondents to answer (Rima Damayanti et al., 2024). The subjects in this study were sixth-semester students of the Elementary School Teacher Education (PGSD) study program at a state university in Central Java. The number of subjects was two parallel classes, each consisting of 30 students. One class was designated as the experimental group and the other class as the control group. In the experimental class, a pre-test was administered before the application of the papercraft-assisted suggestopedia method, and a post-test was administered after the treatment. Similarly, in the control class, a pre-test and post-test were administered as in the experimental class. Pre-test/post-test and post-test designs are important assessment tools that assist in the direct and effective evaluation of a subject or lecture to improve student learning (Gul Malik & Alam, 2019).

A questionnaire will also be administered to the experimental class to obtain additional data after the pre-post-test. A questionnaire is a data collection technique conducted by providing or distributing a list of written questions or statements to respondents for their answers (Mikroskil et al., 2019). The instruments used include: (1) English writing skills tests (pre-test and post-test), referring to five indicators: content, organization, vocabulary, language usage, and mechanics; (2) Learning motivation questionnaires, specifically administered to the experimental group after treatment, to measure the affective effects of learning. The research stages were carried out

systematically with the following procedures: (1) Preparation, which includes the preparation of learning tools (RPS, papercraft-based LKPD, suggestopedia-based learning scenarios) and validation of the research instruments by experts; (2) Implementation of a writing pre-test given to both groups to determine initial abilities; (3) Treatment The experimental group received learning using the Suggestopedia method assisted by papercraft media for 4 meetings, the classroom atmosphere was designed to be relaxed with classical music, a suggestive approach, and visual-kinesthetic activities through papercraft. The control group received learning without conventional media and special strategies; (4) Implementation of the post-test given to both groups using the same instrument as the pre-test; (5) Giving a questionnaire to students to assess their perceptions and motivation to learn after treatment; (6) Data analysis, pre-test and post-test data were analyzed using parametric statistical tests (independent and paired t-tests) to determine the differences and effects of the treatment, while the questionnaire data were analyzed descriptively quantitatively to see the tendencies of students' perceptions and motivation.

## Findings and Discussion

### Findings

In the experimental class, the average score for writing proficiency on the pre-test was 42.14%, indicating that the students' writing skills were in the low category. After applying the Sugestopedia method assisted by papercraft media, there was an increase in the average proficiency score to 76.23% on the post-test. Thus, there was an increase of 34.09%. Meanwhile, in the control class that did not receive the treatment, the increase from the pre-test to the post-test was only from 47.23% to 63.12%, or a difference of 15.89%. For more details about the pre-test and post-test results in the experimental class and control class, please refer to the following table;

**Table 1. Pre-test and Post-test Results for Writing Skills**

Group	Pre-test Average	Post-test Average	Difference
Experimental	42, 14%	76,23%	34, 09%
Control	47, 23%	63,12%	15, 89%

After obtaining the pre-test and post-test

data for the experimental and control classes, the

data were analysed using paired t-tests and independent t-tests. The paired t-test showed a significant increase between the pre-test and post-test results in the experimental group ( $p < 0.05$ ). The independent t-test also showed a significant difference between the post-test results of the experimental and control groups ( $p < 0.05$ ). The Learning Motivation Questionnaire results showed that 90% of experimental students felt that the learning method made them more confident when writing, and 85% of respondents stated that the papercraft medium helped them express their ideas more easily. The relaxed classroom atmosphere was also considered to help reduce anxiety when writing.

### Discussion

The results of the study prove that the use of the Sugestopedia method assisted by papercraft media has a significant effect on improving the English writing skills of PGSD students. A particular advantage of using papercraft character media is that it increases student interest and learning outcomes (Sholihah et al., 2021). The experimental class showed higher scores compared to the control class, both in terms of content, paragraph organisation, and writing mechanisms. Active student involvement in creative activities through papercraft media provides visual and kinesthetic stimuli that facilitate the process of imagination and the written expression of ideas. This is consistent with the principles of multisensory learning and constructivist theory, which state that learning becomes more meaningful when learners are actively and emotionally engaged.

In addition, the application of Suggestopedia, which combines a positive and stress-free learning environment, has been proven to reduce students' anxiety and increase their confidence in language use. This also supports previous findings by (Srirahayu & Suci Pratiwi, 2020) and (Ramadhan, 2023) regarding the effectiveness of the suggestopedia method in developing language skills. According to (Fazilla et al., 2014), the development of learning media in the form of character-based worksheets can effectively enhance students' cognitive, affective, and psychomotor skills. Thus, the combination of this method and media has been proven not only to improve students' cognitive aspects but also to have a positive impact on their affective and motivational aspects, which play a crucial role in the process of developing writing skills.

### Conclusion

The Sugestopedia method, assisted by papercraft media, is effective in optimizing the English writing skills of PGSD students,

particularly in overcoming vocabulary, sentence structure, and confidence issues. With a fun approach and engaging media, students are more motivated and focused in the academic writing process. This method, that assisted by papercraft media, gave a positive contribution to students' writing. This research is limited to optimizing writing skills. It's suggested to do similar research by using other media. In addition to that, the researchers hope this study can be used as an alternative way to teach writing. In other words, this study can give a new insight into improving the English teacher on their pedagogic competence.

### References

- Ammara Jauza, N., & Albina, M.** (2025). IHSAN : Jurnal Pendidikan Islam Penggunaan Media Pembelajaran Kreatif dan Inovatif Dalam Meningkatkan Kualitas Pembelajaran. <http://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/ihsan>
- Anggraeni, S. W., Alpian, D. Y., Buana, U., Karawang, P., Ronggowaluyo, J. H., Timur, T., Indonesia, K., Sri, K. :, & Anggraeni, W.** (2018). Penerapan Metode Sugestopedia untuk Meningkatkan Kemampuan Menulis Puisi Siswa Kelas V Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 5 (2), 106–122. <https://doi.org/DOI:https://doi.org/10.30997/dt.v5i2.1265>
- Anisa Jannasari, N., Hartati, S., Bakar Tumpu, A., & Arief, H. S.** (2024). Pengaruh Penggunaan Media Diorama Papercraft Terhadap Kemampuan Menulis Cerpen Siswa Kelas X SMA Negeri 8 Luwu Timur. 2(1).
- Berlianti Arisa Dias Putri, & Ani Rusilowati.** (2025). Analisis Kesalahan Pemahaman Kemampuan Menulis Tata Bahasa Inggris Pada Materi 'To Be' Dan 'To Do' Siswa Menggunakan Instrumen Cloze Test.
- Budianto, L., & Fatrisna Yuniar, R.** (2023). The Effect of Suggestopedia Method on Indonesian EFL Learners' Reading Achievement. In *jetle* (Vol. 5, Issue 1). <http://ejournal.uin-malang.ac.id/index.php/jetle>
- Dalilah, W. K., & Ashila, L.** (2024). Tinjauan Tentang Metode Suggestopedia: Keefektifannya Dalam Pembelajaran Bahasa Inggris (Vol. 3).
- Farhani, C. R.** (2022). The Effects of Suggestopedia Method on Students' Vocabulary Mastery. *Repository.ar-raniry.ac.id*. <https://repository.ar-raniry.ac.id/id/eprint/24819/>
- Fatima, W. Q., Khoirunisa, L., Priatna, D. C., & Prihatminingtyas, B.** (2019). Pembelajaran Bahasa Inggris Melalui Media Game pada Panti Asuhan Al Maun di Desa Ngajum. *Seminar Nasional Sistem Informasi*. <https://jurnalfti.unmer.ac.id/index.php/senasif/article/view/235>
- Fazilla, S., Afektif, K., & Pgsd, M.** (2014). Pengembangan Kemampuan Afektif Mahasiswa

- Pgsd Dengan Menggunakan Bahan Ajar Lembar Kerja Mahasiswa (Lkm) Dalam Pembelajaran Ipa Di Universitas Almuslim. *Jupendas*, 1(2).
- Fitriani Basri, O., & Sahib, H.** (2023). Peran Guru Dalam Meningkatkan Keterampilan Berbicara Siswa Pada Pembelajaran Bahasa Indonesia. *Cetak) Journal of Innovation Research and Knowledge*, 2(8).
- Gul Malik, T., & Alam, R.** (2019). Comparative Analysis Between Pre-test/Post-test Model and Post-test-only Model in Achieving the Learning Outcomes. In *Pakistan Journal of Ophthalmology* (Vol. 35, Issue 1).
- Handley, M. A., Lyles, C. R., Mcculloch, C., & Cattamanchi, A.** (2024). Selecting and Improving Quasi-Experimental Designs in Effectiveness and Implementation Research. 29, 5–25. <https://doi.org/10.1146/annurev-publhealth>
- Imro'athush Sholihah, H., & Annas, H.** (2024). Breaking Through Language Barriers: The Importance of Foreign Language Learning in an Era of Globalisation. *Indonesian Journal of Education (INJOE)*, 4(2). <https://injoe.org/index.php/INJOE/article/view/147>
- Khoirunnisa, P., & Febrian Sya, M.** (2024). Penggunaan Metode Sugestopedia Dalam Pembelajaran Bahasa Inggris (Vol. 3).
- M. Makbul.** (2021). Metode Pengumpulan Data dan Instrumen Penelitian.
- Mikroskil, S., Sistem Informasi, J., & Mikroskil, S.** (2019). Mengukur Tingkat Pemahaman Pelatihan powerpoint Menggunakan Quasi-Experiment One-Group Pretest-Posttest. *Julyxxxx*, 20, 1–5.
- Nababan, R. G. F., Sinambela, E., & Pasaribu, D. R.** (2025). An Analysis of Students' Difficulties in Translating Argumentative English Text by the Second Grade Student's of SMAS PGRI 20 Siborong-Borong . *Journal of Language Education (JoLE)*, 3(1), 37–42. <https://doi.org/10.69820/jole.v3i1.269>
- Ramadhan, D.** (2023). Pembelajaran Menulis Puisi Dengan Menggunakan Metode Sugestopedia Di Kelas 10 Ma Assa'adah Jamanis Tasikmalaya. *Jurnal Diksatrasi*, 7, 1–8.
- Rima damayanti, Nuril Huda, & Dina Hermina.** (2024). Pengolahan Hasil Non-Test Angket, Observasi, Wawancara Dan Dokumenter. *Student Research Journal*, 2(3), 259–273. <https://doi.org/10.55606/srjyappi.v2i3.1343>
- Sholihah, H. I., Nurlaily, V. A., Komariyah, S., & Cahyaningsih, M. N.** (2021). Demonstration of Figure Character Media to Introduce Adjective in English Learning for Children. In *Journal of Physics: Conference Series* (Vol. 1842, Issue 1, p. 12033). [https://scholar.google.com/citations?View\\_op=view\\_citation&hl=en&user=qjejl2caaaaj&page\\_size=100&citation\\_for\\_view=qjejl2caaaaj:zylm7y9cagge](https://scholar.google.com/citations?View_op=view_citation&hl=en&user=qjejl2caaaaj&page_size=100&citation_for_view=qjejl2caaaaj:zylm7y9cagge)
- Srirahayu, P., & Suci Pratiwi, A.** (2020). Pengaruh Metode Sug Estipedia Terhadap Keterampilan Membaca Puisi Pada Siswa Kelas 4 Sdn Ciwalet, Tasikmalaya (Vol. 8, Issue 2).
- Sulaiman, Y. S.** (2021). Pembelajaran Bahasa Inggris di Sekolah Menengah Atas Negeri 1 Kupang Nusa Tenggara Timur : Sebuah Kajian dalam Perspektif Etnografi. *Intelektiva: Jurnal Ekonomi, Sosial & Humaniora*, 2(8), 61–65. <https://www.jurnalintelektiva.com/index.php/jurnal/article/view/435>
- Utami, S. E., Tiwana, E., Alfauzi, E., & Maharani, I.** (2023). Analisis Kemampuan Menulis Dalam Pembelajaran Bahasa Indonesia Kelas X SMK Alwashliyah Pasar Senen Medan. *Pedagogi: Jurnal Ilmiah Pendidikan*, 9(1), 1–11.
- Yunistita, & Tari Simbolon Novi.** (2022). Keterampilan Menulis Akademik Mahasiswa S-1 Program Studi Pendidikan Guru Sekolah Dasar Universitas Quality Berastagi. *SKYLANDSEA PROFESIONAL Jurnal Ekonomi, Bisnis Dan Teknologi*, 2(2). <https://www.jurnal.yappsu.org/index.php/skylandsea/article/view/106>