

THE EFFECT OF DESUGGESTOPEDIA ON THE WRITING COMPETENCE OF THE SECOND SEMESTER STUDENTS WITH DIFFERENT TEMPERAMENT, OF FKIP UNMAS DENPASAR

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Abstract

This study aims at investigating the effect of desuggestopedia on writing competence of the second semester students with different temperaments, of FKIP UNMAS Denpasar. The problems of this study were formulated into two major points: 1) the effect of desuggestopedia on students' writing competence, 2) interaction between desuggestopedia and the temperament. This study was designed with experimental research and instruments being used were lesson plans, posttest, writing rubric, and questionnaire. It used intact random sampling which is one type of probability sampling technique. As a result, two classes from seven classes were chosen, one as the experimental group and the other as the control group. The research instruments used to obtain the data in this research were in the form of tests which were analyzed using descriptive analysis and *Statistical Two-Way ANOVA*. There were 2 findings in this research: 1) there was significant different effect on students' writing competence between the students who were taught by using Desuggestopedia and those who were taught by conventional technique, 2) there was not significant interaction effect between desuggestopedia and students' temperament on students' writing competence.

Keywords : writing, desuggestopedia, sanguine, melancholic

INTRODUCTION

Writing is one of the four language skills, which is important and should be given attention in English language teaching and learning, writing can also be considered as a skill used for communication. Hook and Evans (2004) define writing as one of the tools for communication; it is both a skill and a means of self-expression. In accordance with the definition above, writing is one of the language skills transforming our thoughts, ideas and opinions into a production of written words that result in a text. Hence, the main purpose of writing is to connect or link a writer to a reader.

In terms of English as a foreign language (EFL) instruction, Sattayatham and Ratanapinyowong (2008) state that writing help students learn many things. *First*, writing reinforces the grammatical structures, idiom and vocabularies. *Second*,

if they write, they will have a chance to play with the language and take risks. *Third*, if they write, they will be involved in the new vocabularies. As students struggle with what they write down or how to write down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real need to find the right word and the right sentence. Considering the awareness of these necessities, writing receives more attentions in English language teaching. The main focus of teaching writing is to develop ability in creating a good writing. Temporarily, a good writing requires unity, coherence and adequate development. The teacher is required to assist students in generating, organizing, and making a good order of the content of the text; therefore the text which they produce becomes coherent and united.

Chakraverty and Gautum (2000) claim that one of the students' problems is that they find difficulty in arranging information or ideas logically to achieve coherency in their writing, it should be noted that coherency becomes the crucial requirement in writing. Students also often had problems in developing ideas based on the determined genre and also in revising their writing. The students' problems further go to the difficulty in deciding appropriate vocabulary, accurate use of grammar and mechanics. The classroom's atmosphere could be one of the factors of those problems. They should relax while listening to classical music to desuggesting the limitation on learning

Those problems may not change if the teacher does not implement appropriate technique in writing class held particularly for the average levels of learners. As a matter of fact, the teacher should provide adequate warming-up activity on the topic being discussed, building confidence, making the class atmosphere relax, so it would be easy for the students to discover their ideas. During the process of writing, the students should be guided on how to write a good paragraph. Grammar and mechanics aspects should also be emphasized on writing a paragraph. Otherwise, the problem would remain in existence for students in writing, particularly in revising their writing in terms of content, organization, vocabulary, grammar, and mechanics.

Based on the problems stated above, one of the techniques that concern students' feeling is desuggestopedia. It is a technique which utilizes various techniques from many sources of research in order to achieve the best way how the students can learn. The learning process can be accelerated from factor of three to ten times enjoyably. Such results are possible through the proper use of suggestion. The suggestive-desuggestive process allows students to go beyond previously held belief and self limiting concepts concerning the learning process and learn great quantities of material with ease and enjoyment (Celce-Murcia, 1991).

Russell and William (2000) state that learners set up psychological barriers to learning and thus that learners do not use the full mental power they have. They fear that they will be unable to perform or be limited in their ability to learn so they fear that they will fail. In order to use learners' reserved capacity, the limitations need to be "desuggested." Desuggestopedia has been developed to help students eliminate the feeling that they cannot be successful and the negative association they may have toward studying.

There are 7 major concepts of desuggestopedia according to Lozanov and Gatave (1988) are as follows: 1) Mental Reserve Capacities (MRC) : There is a general agreement among researchers that the human being uses 5-10% of his/her brain capacity at the most. The primary objective is to tap into the MRC, 2) Psychological "Set-Up" : The response to every stimulus is very complex, involving many unconscious processes which have become automatic responses. Only when a teacher is able to penetrate the set-up, engaging it in a way which allows it to be accepted and open to extensions and transformation, the real potential of a student begins to open up. 3) Suggestion: There are two basic kinds of suggestion: direct and indirect. Direct suggestions are directed to conscious processes, i.e., What one says that can and will occur in the learning experience, suggestions which can be made in printed announcements, orally by the teacher, and/or by text materials. Direct suggestion is used sparingly, for it is most vulnerable to resistance from the set-up. Indirect suggestion is largely unconsciously perceived and is much greater in scope than direct suggestion. 4) Anti-Suggestive Barriers: These anti-suggestive barriers are a filter between the environmental stimuli and the unconscious mental activity. They are inter-related and mutually reinforcing, and a positive suggestive effect can only be accomplished if these barriers are kept in mind. The overcoming of barriers means compliance with them; Otherwise suggestion would be doomed to failure. It is clear that the suggestive process is always a combination

of suggestion and desuggestion and is always at an unconscious or slightly conscious level. 5) Means of Suggestion, a) Suggestive authority: A positively suggestive authority is one of the most effective means which we as teachers can use it, if we use it sensitively, wisely and purposefully. Lozanov defines it as the non-directive prestige which by indirect ways creates an atmosphere of confidence and intuitive desire b) Infantilization: Infantilization in the process of education is a normal phenomenon connected with authority (prestige). Infantilization in suggestopedia must be understood roughly as memories of the pure and naive state of a child to whom someone is reading, or who is reading on his own. c) Intonation is strongly connected with the rest of the suggestive elements. The intonation in music and speech is one of the basic expressive means, with formidable form-creating influence and potential in many psycho-physiological directions. d) Concert pseudo-passivity (concentrative psychorelaxation): Important moment in suggestopedia. The artistic organization of the suggestopedic educational process creates conditions for concert pseudopassivity in the student. 6) Successful classroom atmosphere, a) Psychological : A nurturing, supportive atmosphere in which the student feels free to try out the new information, be inventive with it, make mistakes without being put down, and, in general, enjoy the learning experience. b) Education: The material should be presented in a structured fashion, combining the Big Picture, Analysis and synthesis. Every moment should be a didactic experience even when the learning process is not that apparent. c) Artistic: The classroom should not be cluttered with too many posters and unnecessary objects; otherwise the students don't see them. Good quality pictures should be displayed and changed every few days. Music can be played as the students enter the room, and during the breaks. Plants and flowers add to a pleasant atmosphere 7) Music: Music as a suggestion, relaxing medium. Lozanov researched a wide variety of means for presenting material to be learned which

would facilitate the mentally relaxed, receptive state of mind he had found to be optimal for learning. Music proved to be the ideal medium, both for the purpose of creating a mentally relaxed state and for providing a vehicle for carrying the material to be learned in the open, receptive mind. Music can become a powerful facilitator of holistic full-brain learning. After conducting numerous controlled experiments using a wide variety of music, Lozanov concluded that the music of the Classical and Early Romantic periods was most effective for the first presentation of material to be learned. (Lozanov and Gatave, 1988) state that The full suggestopedic cycle, in its latest Lozanov version, has the following structure. 1) Presentation: No specific relaxation exercises are given to prepare students for the class. Preparation is related to the setup of the room and to giving students information about what to expect in the course of the teaching. The behavior of the teacher suggests at this stage, as well as throughout the course, that learning will be enjoyable and easier than students may have thought. Emphasis is given to making students comfortable and confident in their abilities. 2) The active concert : No specific relaxation exercises are given to prepare students for the class. Preparation is related to the setup of the room and to giving students information about what to expect in the course of the teaching. The behavior of the teacher suggests at this stage, as well as throughout the course, that learning will be enjoyable and easier than students may have thought. Emphasis is given to making students comfortable and confident in their abilities. 3) The passive concert : The students are again calmly seated in their chairs. The teacher, too, is now seated. The students have no texts to refer to. The music is taken from the pre-classical (baroque) period, such as works by Bach, Handel and Vivaldi (e.g. Vivaldi's *Concerti for Flute and Orchestra*). The character of the music is such that it creates an atmosphere of contemplation and introspection and a removal from everyday problems and conflicts. Only the materials which have been decoded and presented in the active concert or read

here; no new materials will be introduced. 4) Review and Elaboration: The first revision of the materials takes place on the next day. However, students are encouraged to read the text again before going to bed and on waking. It is emphasized that they should not learn the text but simply glance through it. Lozanov stresses that the material must be read on the next day or at least within 48 hours after the passive concert.

Brown (2000) explains that the success of language learning is due not only to cognitive factors but also to affective, motivational, temperament, and demographic factors of the learners. It indicates that the students' differences need to be considered in order to make them achieve successful learning. Those differences considerably influence the ability of someone in accelerating their learning. Individual differences that naturally given from God and mainly come from the heredity are well known as temperament (Allport in Zentner and Shiner, 2012). The students weaknesses are often related to the low intelligent without considering their temperament that might influence their learning achievement. Hence, by understanding the students' characteristic, that is temperament, the lecturer can give appropriate suggestion that can desuggest students' limitation on learning

In this study, the researcher concerns the study of sanguine temperament and melancholic temperament. They have many differences in a way of thinking, character and attitude. In the way of thinking, sanguine is a kind of people who has big curiosity of something and is creative; on the other hand, melancholic temperament is a kind of people who have serious conception, deep thinking, careful, but they are difficult to take a decision for themselves. In terms of attitude, sanguine temperament is more spontaneous than melancholic (Gilbert, 1995). The sanguine students do not penetrate the depth, the essence of things; they do not embrace the whole, but is satisfied with the superficial and with a part of the whole (Gilbert, 1995). Before they have mastered one subject,

their interest relaxes because of new impressions have captured their attention. They love light work which attracts attention, where there is no need of deep thought, or great effort. To be sure, it is hard to convince sanguine people that they are superficial; on the contrary, they imagine that they have grasped the subject wholly and perfectly. The thinking way of the melancholic easily turns into a reflection. The thoughts of the melancholic are far reaching. They are comfortable with pleasure upon the past and are preoccupied by occurrences of the long ago; they are not satisfied with the superficial, searches for the cause and correlation of things; seeks the laws which affect human life, the principles according to which man should act. Thus, in the activity of writing they will have a deeper thought rather than superficial. They will think many ideas, good in detail, and careful. The untrained melancholic is easily given to brooding and daydreaming.

The sanguine temperament is fundamentally impulsive and pleasure-seeking; sanguine people are sociable and charismatic. They are usually quite creative and often daydream. However, some alone time is crucial for those of this temperament. Sanguine can also mean sensitive, compassionate and romantic. Sanguine peoplealities generally struggle with following tasks all the way through, are chronically late, and tend to be forgetful and sometimes a little sarcastic. They are talkative and not shy. Sanguines generally have an almost shameless nature, certain that what they are doing is right. They have no lack of confidence (Wikipedia Online, 2012)

The sanguine people do not penetrate the depth, the essence of things; they do not embrace the whole, but are satisfied with the superficial and with a part of the whole (Gilbert, 1995). Before they master one subject, their interest relaxes because new impressions have already captured their attention. They love light work which attracts attention, where there is no need of deep thought, or great effort. To be sure, it is hard to convince sanguine people that they are superficial; on the contrary, they

imagine that they have grasped the subject wholly and perfectly.

The melancholic temperament is fundamentally introverted and thoughtful. Melancholic people were often perceived as very (or overly) pondering and considerate, getting rather worried when they could not be on time for events. Melancholic can be highly creative activities such as writing and art - and can become preoccupied with the tragedy and cruelty in the world. Often they are perfectionists. They are self-reliant and independent; one negative part of being a melancholic is that they can get so involved in what they are doing; they forget to think of others.

The thinking of the melancholic easily turns into a reflection. The thoughts of the melancholic are far reaching. They dwell with pleasure upon the past and are preoccupied by occurrences of the long ago; they are penetrating; are not satisfied with the superficial, search for the cause and correlation of things; seek the laws which affect human life, the principles according to which man should act. Their thoughts are of a wide range; they look ahead into the future; ascends to the eternal. The melancholic people are of extremely softhearted disposition. Their very thoughts arouse their own sympathy and are accompanied by a mysterious longing. Often they stir them up profoundly, particularly religious reflections or plans which they cherish; yet they hardly permit their fierce excitement to be noticed outwardly. The untrained melancholic is easily given to broaden and to daydream.

After getting the foundation of the explanation above, these will be used in this research which concern the writing competence; moreover, it considers the temperaments of each student. The researcher investigated whether or not the different temperament in learning English and the application of the technique contribute significantly to the students' writing competence.

TYPE OF ARTICLE

This article is based on an experimental research which was conducted in second semester students of

FKIP UNMAS Denpasar. The research was conducted as a criterion to fulfill graduation standard in the Post Graduate Program in Ganesha University of Education.

RESEARCH METHODOLOGY

This research design aims at measuring the differences between writing competence of the experimental group and the control group by involving moderator variable; sanguine temperament and melancholic temperament. This research does not use the pre - test score yet only calculating the post-test score at the end of the research. Thus, the research design is "post-test only control group design" and 2x2 factorial design is applied. The subjects in this research were second semester students of FKIP. The researcher used intact random sampling which is one type of probability sampling techniques. As a result, two classes from seven classes were chosen one as the experimental group and another as a control group. Moreover, the research procedures are as follows: 1) setting the writing competence test up which has been judged by the expert judges, 2) designing and creating teaching instruments such as (lesson plan, rubric, writing test and writing material for teaching both control and experimental classes, including the post test for every meeting), 3) conducting the temperament test to find out students' temperament whether sanguine temperament or melancholic temperament, 4) Conducting the temperament test to find out students' temperament whether sanguine temperament or melancholic temperament, 5) Giving treatment by using desuggestopedia to the experimental group while conventional technique to the control group. 6) Conducting posttest to each group, 7) Analyzing the data of writing ability.

Data analysis was administered after obtaining the scores from the posttest given to both experimental group and the control group. Then, the scores which were obtained from both groups were analyzed by using two forms of statistical analysis, namely descriptive statistic analysis and

inferential statistic analysis. Before conducting data analysis by making use of Two-Ways ANOVA, the researcher needed to test the measurement of the normality and homogeneity of the data as pre-requisite tests.

descriptions of the mean, standard deviation, minimum, and maximum of the eight groups of data (A1, A2, B1, B2, A1B1, A2B1, A1B2, A2B2) are presented in Table 1 below.

FINDINGS AND DISCUSSION

The object of this research was the writing competence as the result of treatment between Desuggestopedia and Conventional writing technique by considering the temperament

The section below will present about data descriptors, homogeneity test, normality test, Two-Way ANOVA. Data

Table 1. The Summary of the Calculation of Central Tendency and Dispersion

Statistic	Group							
	A1B1	A1B2	A2B1	A2B2	A1	A2	B1	B2
Mean	75.846	81.077	72.835	76.077	78.462	74.231	74.115	78.704
Std. Deviation	6.568	6.538	7.217	8.098	6.953	7.748	6.988	7.528
Minimum	65.00	71.00	60.00	64.00	65.00	60.00	60.00	64.00
Maximum	86.00	91.00	88.00	87.00	60.00	88.00	88.00	91.00

If the comparison is made between A1B1 and A2B1, then A1B1 obviously showed a better competency than A2B1. This can be concluded from the comparison of their average score. A1B1's mean score was 75,846, and A2B1's mean score was 72,835. A1B1's mean score which was higher than A2B1's mean score. It showed that A1B1 did better in writing than A2B1. This also means that melancholic students who were taught by using desuggestopedia (A1B1 group) have higher competency than melancholic students who were taught by using Conventional technique (A2B1 group).

Taking a look again to the above description of A1B2, it can be seen clearly that A1B2 showed a better competency than A2B2. A2B2's mean score (76,077) was lower than A1B2's mean score (81,077). This means that the sanguine students which were taught by using desuggestopedia showed a better competency in writing than the sanguine

students which were taught by using conventional technique

If the comparison is made between A1 and A2, then A1 obviously showed a better competency than A2. It showed that A1 did better in writing than A2. The students who were taught by using desuggestopedia (A1 group) shows better results , and it is concluded from the comparison of their mean score. A1's mean score was 78,462, and A2's mean score was 74,231. A1's mean score was higher than A2

Before analyzing the collected data using Two-Way ANOVA, two major assumptions must be revealed, namely normality tests and homogeneity test. Normality test was administered through Kolmogorov-Smirnov formula while homogeneity testing was done through Levene's test of Equality of Error variance. Based on the data calculated by SPSS 15.00, it was found that the distribution of all groups of data was normal. It was proven by the value of the Kolmogorov-Smirnov in

which *Asymp. Sig (2-tailed)* > 0.05 for all groups.

Meanwhile, based on the Levene's test of Equality of Error Variance, it could be concluded that the significant values based on mean score were all above 0.05. Therefore, it was ensured that the writing ability data were homogenous.

There were 5 hypotheses tested in this study. The result was the first and the

second null hypothesis were rejected while the rest 3 null hypotheses were accepted.

Based on those criteria for hypothesis, it was obtained the results of all hypotheses testing by Two-Way ANOVA. The following table 2 is the result of hypotheses testing by Two-Way ANOVA

Table 2. The Summary of Two-Way ANOVA

	SS	Df	MS	Sig.	note	Conclusion
A	232,692	1	232,692	0.038	Sig. < 005	Significant
B	258,769	1	258,769	0.029	Sig. < 0.05	Significant
AB	7,692	1	7,692	0.699	Sig. > 0.05	insignificant
E	2442,615	48	50,888			
Total	306036,000	51				

Remarks:SS= Sum of Square, Df= Degrees of Freedom, MS = Mean Square, A= Main effect for method, B = main effect for temperament, AB= the interaction technique and temperament, E = Error

First, the result of hypothesis testing has successfully rejected null hypothesis (Ho) that is stating there is no significant differential effect on students' writing competence between the students who were taught by using Desuggestopedia and those who were taught by using conventional technique, or receiving alternative hypothesis (H1) which is stating that there is a significant differential effect on students' writing competence between the students who were taught by using desuggestopedia and those who were taught by using Conventional technique. It is based on the result of the calculation in which sig. = 0.038 while the significant value of this research is 0.05. So it can be concluded that there is a significant differential effect on students' writing competence among the students who were

taught by using desuggestopedia and those who were taught by conventional. The mean score of students' writing competence taught by using desuggestopedia (\bar{X} A1 = 78.462) was higher than the mean score of the students' writing competence who was taught by using conventional techniques (\bar{X} A2 = 74.231).

The first result of data analysis discovered that desuggestopedia gives a better effect than conventional technique. In this research, desuggestopedia is the treatment that was given to the experimental group. Desuggestopedia was considered as an effective technique in teaching writing where it can improve students' writing competence. The same finding was found by Sulistiono (2011) he conducted a study on the effectiveness of using desuggestopedia of the tenth grade

students in speaking of SMA Negeri 1 Kayen Pati. His research was a classroom action research which consists of two cycles in which it attempted to improve the students' writing through desuggestopedia. At first, he obtained the means of the pre-test is 38.84. Then, the first cycle test means score is 59.73. While the posttest means score is 74.00. In line with this, Lestari (2011) she explains on her research that applying desuggestopedia in writing a diary is effective to improve the students' ability in writing recount text. McAdams-Jones (2010) also performed a survey that was about the effect music and cognitive process toward students' perception. In desuggestopedia, the using music is one of the major characteristic; therefore, this survey has a big relationship to desuggestopedia. In general, students perceive the act of listening to music can improve their relaxing or changing their mood.

There are some reasons of why Desuggestopedia is better than conventional writing method. This technique is related to some techniques that usually help the students not only to enjoy their writing but also to make the comfortable learning atmosphere. This technique stands for respecting for students' feelings. Desuggestopedia offers some advantages for both students' temperament. *First*, the learning environment, the classroom vividly decorated and filled with cheerful atmosphere; this may let the students feel relaxed about learning and enjoy learning. On the wall are decorated with beautiful scene, some posters showing grammar. Conjunction, kind of sentences of the target language, and change those posters after a period. This action can bring out new sense about learning writing from the students. *Second*, the thinking highly for the students' feeling, in desuggestopedia how do the students feel is very important, the teacher often uses encouraging words to further their confidence because one of the principles of this teaching technique is to make the students relaxed and confident of their capabilities of learning, and make them more easily achieve the target language. *Third*, the emphasis on

interaction, the teacher interacts with students aggressively at the beginning of courses. It may be for the whole class or just one by one. This action will increase the intimate relationship between students and teacher. Students will also be more spontaneous on learning. *Fourth*, the treatment to students' mistakes, teachers will gently tell students' answers rather than scold them. By doing this, students may not afraid of learning. Besides, it will increase their confidence and willingness in learning.

In this method preview stands for some activities such as: preparation, presentation (active concert and passive concert), review and elaboration. First, the behavior of the teacher suggests at preparation stage, as well as throughout the course, that learning will be enjoyable and easier than students may have thought. Furthermore. The students prepare to relax by listening classic music in the active concert and passive concert. While in the active concert, the teacher explains the concepts then in the passive concert the students write the task given.

Preparation is related to the setup of the room and to give students information about what to expect in the course of the teaching. The behavior of the teacher suggests at this stage, as well as throughout the course that learning will be enjoyable and easier than students may have thought. Emphasis is given to making students comfortable and confident in their abilities. The room is well lit and airy, equipped with comfortable chairs and decorated with posters containing elaborations of the material to be taught.

In the active concert the room is well lit. The students sit calmly in their chairs. They have their texts in front of them. The teacher who is standing reads the text in the target language while an entire piece of classical music is playing in the background. The music is taken from the Vienna Classical period (e.g. Works by Haydn, Mozart and Beethoven), and from the standard romantic repertoire (e.g. Tchaikovsky's *Concerto for Violin and Orchestra. In D Major. op. 35*). This music is rich in harmony and melody. The teacher calmly waits until the introductory part of the

musical piece is finished and then begins the reading, adapting voice modulation and volume according to the rhythms and phrasing of the music. The voice virtually acts as an additional instrument of the orchestra, underlining the musical phrase. Especially important lexical items may be marked by a distinct change in intonation. The teacher looks at the students frequently and uses gestures to illustrate the text. The teacher's diction is clear and each word distinctly shaped phonetically. The students follow the text and glancing at the translations during breaks in the music, at the time when the teacher does not read. At the end of the active concert there is a short break when students may get up and stretch but not talk.

In the passive concert, the room remains well lit. The students are again calmly seated in their chairs. The students have no texts to refer to. The music is taken from the pre-classical (baroque) period such as works by Bach, Handel and Vivaldi (e.g. Vivaldi's *Concerti for Flute and Orchestra*). The character of the music is such that it creates an atmosphere of contemplation and introspection and a removal from everyday problems and conflicts. Only the materials which have been decoded and presented in the active concert are read here; no new materials will be introduced. The teacher waits until the music has begun to captivate the audience before the reading begins. The speed now is that of everyday speech with clear diction. Practicing in writing also has done in this concert.

Second, related to the second hypothesis testing, the result of SPSS found that the significant value 0.029 is lower than 0.05; therefore, H_0 is rejected. It means that there is significant difference in writing competence between students' temperament. The research found that the melancholic students got a higher mean score than sanguine students. According to Gilbert (1995) the melancholic students are fundamentally introverted and thoughtful. Hence, they always do something with a big consideration or as perfect as they can, and it is the same as they were in writing activity, they wrote their paragraph

carefully; no wonder if they needed a long time to finish their paragraph; therefore, it was better than sanguine students' paragraph. Meanwhile, the sanguine students do not penetrate the depth, the essence of things; they do not embrace the whole, but they are satisfied with the superficial and with a part of the whole (Gilbert, 1995). Sanguine students wrote their paragraph faster and they do not penetrate the depth, yet they were satisfied with it. During teaching and learning process, melancholic students looked more serious than sanguine students. However, in doing the assignment or posttest given the sanguine students did it faster than the melancholic students did, because based on the theory the melancholic students are a perfectionist, careful, good in art. Therefore, they made their writing seriously to get the best result.

Similarly, with this present study done by Nadiyah (2010), she reports the result of comparative analysis of sanguine students and melancholic students concerning their English speaking skill. The different dealt with the dependent variable of this study, in which she did a research on speaking competence while the present study conducted in writing competence. The result of the research was observed by comparative analysis with two independent samples which implement T-test to answer the hypotheses. The results state that the students' difference in temperament has significantly different to the students' English speaking competence. The sanguine students perform better speaking skill than melancholic students do.

Liyanage (2008) in his dissertation entitled "An exploration of language learning strategy and learner variable of Sri Lankan learner of English as a second language with special reference to their temperament types". It was found that, there is a strong association between temperament type, gender, ethnicity/religion and language learning strategies at both a more general and a very particular level. In general, the independent variable (temperament, gender and ethnicity/religion) are each significantly associated with and influence the

metacognitive, cognitive and social effective strategy. At a more particular level, the independent variables are significantly associated with and influence individual metacognitive, cognitive and social affective strategy. Reviewing the temperament and language learning strategy, subject belonging to Choleric and sanguine temperament obtained significantly higher (positive) standardized scores for each of the learning strategies than did the phlegmatic and melancholic temperament.

Third, the result of hypothesis testing has accepted H_0 which states that there is no significant interaction effect between desuggestopedia and temperament on students' writing competence. It is based on the result of the calculation in which $\text{sig.} = 0.699$ while the significance value of this research is 0.05, so it can be concluded that there is no significant interaction effect between desuggestopedia and temperament on students' writing competence. Furthermore, the mean score of melancholic students are 81.077, on the other hands the mean score of sanguine students are 75.846. Moreover, Griffiths (1991) takes a same stance in this regard. According to him, in much of second language learning literature temperament has not been given enough importance and has been largely ignored as a variable in second language learning. In line with the research found by Flohr, Persellin, Miller, Meeuwssen (2011) in their finding about the relationship among music listening, temperament, and cognitive abilities of four-years-old children. Four and five-year old children's brain wave activity was not significantly different for certain contrasting styles of music. Thus, sanguine students and melancholic students have good writing achievement when they were taught by using Desuggestopedia.

Some considerations that cause why there is no interaction effect between desuggestopedia and temperament are as follows: music, positive suggestion, classroom atmosphere, and the use of maximal mental reserved capacities. In desuggestopedia music is one of the unique concepts which cannot be found in other techniques. Celce-Murcia (1991) explains

that music is proven to be an ideal medium, both for the purpose of creating a mentally relaxed state and providing a vehicle for carrying the material to be learned into the open receptive mind. In the experimental group, the researcher played baroque music in the learning process (active concert and passive concert). The students looked relaxed while they were listening to music; moreover, it can increase the using of students' mental reserve capacity. Therefore, by having a good state of mind, it is believed that it can increase their capability in gaining the knowledge and in the writing process. Furthermore, the suggestion is the most important concept in desuggestopedia because it is the key which Lozanov found to penetrate the limitation of learning and stimulate the mental reserve capacities. In the preparation stage, the researcher gave a direct suggestion by stating that the learning would be enjoyable and easier than students may have thought. Another important one is indirect suggestive, which is the result of room arrangement, decor, lighting, institutional setting, for all these factors are communicative stimuli which result in what Lozanov terms non-specific mental reactivity on the paraconscious level (at the level of the set-up). The combination between direct suggestion and indirect suggestion is powerful to break through or "desuggest" the conditioned, automatic patterns of the inner set-up and open the access to the great potential of students' mental reserves (Lozanov and Gatave, 1988). Hence, in the writing activity the students can desuggest the limitation in their mind such as: it is hard to find out new ideas or I cannot write a good paragraph. Meanwhile, another concept that can support both melancholic students and sanguine students in writing competence is classroom atmosphere. In desuggestopedia, the students were free to try out new information or things because when they made mistakes, they did not scold but directly gave the right answer. The classroom was also filled with poster which was related to the material, moreover it used of chair arrangement "U-shape". Thus,

the researcher and the students easily made the communication.

In conclusion, Desuggestopedia gives a positive effect for melancholic students and sanguine students. It means, they reach the best writing achievement if they are taught by using Desuggestopedia. It does not matter whether they belong to melancholic or sanguine students.

CONCLUSION AND SUGGESTION

Based on the data analysis and the discussion, the conclusions of the study are as follows: 1) There is a significant difference of writing competence between the students who are taught by desuggestopedia and those who are taught by conventional method. The students' taught by desuggestopedia achieved better results than the students taught by conventional technique, 2) There is a significant difference of writing competence between the melancholic students and sanguine students. The melancholic students achieved better results than the sanguine students, 3) There is no significant interaction effect between the implementation of desuggestopedia and students' temperament upon students' writing competence. Thus, melancholic students and sanguine students have good score in writing competence when they were taught by using Desuggestopedia since it was found that there was no significant interaction effect between Desuggestopedia and temperament on students' writing competence.

Based on the summary above, the suggestions can be stated as follows : 1) It is suggested to implement desuggestopedia in English class, especially in writing class. Desuggestopedia affects positively to the process of students' writing competence, which leads to the improvement of the students' writing competence, 2) Desuggestopedia contributes positively to melancholic students and sanguine students. It means desuggestopedia is qualified to be used as a teaching technique in teaching writing, 3) It is recommended for the English lecturer of FKIP UNMAS Denpasar to implement desuggestopedia as a teaching technique in

teaching writing, because it affects significantly the students' writing competence, 4) The other researchers are expected to research the effect of desuggestopedia and temperament toward other language skills (speaking, listening and writing) or other temperaments (phlegmatic and choleric), 5) For other researchers who want to conduct research to improve the quality of writing competence, it is recommended to do further research with different writing techniques and students' temperament. Furthermore, it is recommended to do research in other variables, such as : the location of the school, anxiety, motivation, socioeconomic background of the students, etc.

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