Cultural Barriers in Implementing the Original Method of Suggestopedia in the Tefl

Trie Eka Fitri[1*], Agustinus Bambang Setiyadi[2], & Muhammad Sukirlan[2]

[1]Postgradute Student of Department Teacher Training and Education, Universitas Lampung, Indonesia
[2]Lecturers of Teacher Training and Education, Universitas Lampung, Indonesia

*Corresponding email: triefitristba@gmail.com

Abstract: Cultural Barriers in Implementing the Original Method of Suggestopedia in the TEFL. Objectives: The study examines whether the previous studies conducted by Indonesian researchers applied the original Suggestopedia teaching procedure developed by Professor Lozanov or the modified ones through the implementation of two main characteristics of the original Suggestopedia in the teaching procedures which are fictitious identity and classical music. **Methods:** This study uses the qualitative library method which combines data taken from books, reputable indexed international journals, and articles, as the source of data reference. The collected data has been analyzed qualitatively through peer correction among the researchers regarding the topic of investigating the originality of the Suggestopedia method used by Indonesian researchers in previous studies. **Findings:** The results and findings show that previous research conducted by Indonesian researchers applied the modified Suggestopedia, not the original one due to the difficulties of adjusting the original Suggestopedia method to the time, curricula, and concepts of Indonesian pedagogy. **Conclusion:** The difficulties reflect the cultural barriers of views, beliefs, and attitudes in implementing original Suggestopedia as a set of TEFL methods in Indonesian pedagogy.

Keywords: suggestopedia, indonesian pedagogy, second language acquisition, cultural barriers in TEFL

To cite this article:

◼ INTRODUCTION

Nowadays, English is often regarded as the world's language franca. It is used to communicate with people from all around the globe (Jezhny & Bapir, 2021). According to Lundahl (2009), data indicates that English serves as the official or semi-official language in over 70 nations, with one in five individuals globally possessing some proficiency in English. English undoubtedly is a global language that needs to be taught to young people to prepare them not only to face globalization but also to compete and create international networks. However, teaching

English is not as easy as it may seem. There are a lot of internal and external factors that need to be overcome to create a meaningful teaching-learning process. Jezdinska (2023) states that for English teaching to be successful, teachers are challenged with many factors that need to be overcome. A lot of researchers studied factors and problems in second language (L2) teaching. Copland et.al (2014), mention teachers' proficiency, classroom management, and government policy and curricula as the main issues. Lycnh (as cited in Marzulina et. al., 2021) addresses "lack of learners' motivation, insufficient time allocation,

resources, material, and over-crowded classes" as significant challenges. Another internal challenge faced by the learners as one of the psychological characteristics that most research faces is anxiety.

The notion of anxiety encompasses a variety of overt behavioral traits that may be empirically examined as well as introspective feelings that are epistemologically inaccessible (Casado and Dereshiwsky as cited in Serraj, 2013). A similar explanation is provided by Horwitz (1986), who claims that anxiety is a concoction of thoughts, feelings, and actions, connected to the particulars of the process of learning a foreign language. Fear of failure, test anxiety, communication anxiety, and threats to one's senses can all lower one's sense of self-efficacy in a situation like language testing and increase the likelihood that a second foreign language situation will be perceived as dangerous (Bandura as cited in Cubukcu, 2008). However, there are undoubtedly things teachers can do to overcome the psychological matters that may happen to the learners, beyond their limitations to interfere with curricula or government policy.

Educators are tasked with establishing a stress-free classroom environment that fosters psychological comfort and readiness to study, hence cultivating students' eagerness for education. The instructional methods employed by teachers will be interpreted from two perspectives: either fostering a sense of comfort among learners or inducing discomfort. "Fatigue is not a result of the volume of material, but rather the method of its delivery" (Lozanov 2005: 103). A teaching approach, as a fundamental pillar of the teaching-learning process, will influence a teacher's success. This is a crucial reason for teachers to be meticulous in selecting a teaching approach since it significantly influences the efficacy of teaching and learning in the classroom. The Dictionary of Language Teaching and Applied Linguistics (2010) defines a technique as "a way of teaching a language based on systematic principles and procedures." Larsen-Freeman and Anderson (2011) assert that "any method will be influenced by a teacher's comprehension, convictions, style, and degree of experience."

Rao (2020) states that for the last five decades, both educationists and psychologists have endeavored and produced a considerable number of second language teaching and learning approaches and methods. Among those are a collection of second language teaching and learning approaches called 'Humanistic Approaches.' Humanistic approaches to language teaching are a kind of teaching and learning a second language approach which is invented based on the psychological idea of the 'Whole Person' or 'Whole Being'. The emotional and social requirements are addressed and fulfilled during the process of acquiring a second language (Rao, 2020). Bakkehaug (2017) contends the functional architecture of the human brain is divided into the right and left cerebral hemispheres. The left hemisphere of the cerebral brain appears to focus on rational, linear, orderly, conceptual, unbiased, exact, and organized information processing, whereas the right hemisphere is acknowledged for its imaginative thinking, interpreting data through fantasy, variability, structures, instinct, holistic thinking, broadness, and integration (Prashnig 2008: 14). Nonetheless, they cooperate in synthesis. Bakkehaug (2017) further asserts that the majority of students are either left- or right-brained prominently, rather than strictly "left- or right-brain only. Diversity in humankind suggests that a student's learning style may not align with a teacher's approach.

In the 1960s, a professor of pedagogy and neuron expert, Professor Georgi Lozanov, and his partners consisting of over 100 scholars and educators began investigating how to improve learning ability, built on the concept of utilizing maximum cerebral cortex during the learning

process. The results of two decades of research were transformed into the Suggestopedia teaching approach (Bakkehaug, 2017). It is a delightful method, according to Lozanov (2005), which allows the learners to learn a language in four weeks with three to four hours of length per day. This method was studied by the delegate of UNESCO in 1978. They discovered that this teaching technique is more successful for various types of learners than conventional instructional strategies. They even released a report that recommended schools use the Suggestopedia teaching method. Unfortunately, due to Lozanov's anti-communist ideology, a year after the report was released, Lozanov and his partners were detained and forced into internal seclusion for a decade. At that time only 35 people all around the world had been trained to teach based on the Suggestopedia method by Professor Lozanov himself. Lisa Hatrmark, Anna Cramer, and Barbro Thorvaldsen are among the individuals who affiliate with "Lozanov's International Trainers' Association" (LITA), which keeps the originality and protects the genuine concepts of the suggestopedic philosophy.

English for Indonesian students is a foreign language that is not used in daily conversation and is officially only taught at schools. According to Yoshinta (2020), Indonesia ranks 61 out of 100 nations in a 2019 English Proficiency Index (EPI) assessment conducted by English First (EF). According to Hamid (2014), many pupils who speak officially in public do so only to ask a single question. Indonesian students struggle to speak English in class or public. They feel anxious about speaking English not only because of their limited proficiency but also people's perceptions while they try to practice speaking English in public. Djahimo, et al (2018) also have conducted research that reveals that students' anxiety has an impact on their speaking performance, and this becomes one of the reasons why they find it difficult to express themselves in English.

According to Professor Lozanov (2005), the human brain has three types of mental filters, or barriers, that serve as mental protection. They are emotional, logical, and ethical or cultural barriers. The logical barrier deals with conscious reactions to one's logical thinking. The emotional barrier is a subconscious characteristic in which humans' minds regard something as foreign to them. The cultural barrier deals with the perception of something inconsistent with their ethics and culture. Speaking English is a skill that can be sharpened by using it as a daily communication tool. The reality shows that speaking English in public is a challenge because Indonesian people may perceive people who speak English in public as a *'show off'* or avoid Bahasa Indonesia as a national language. Compared to the people in Singapore, Malaysia, Brunei, or the Philippines where English is used as a communication tool in daily conversation, Indonesian students feel anxious to practice speaking English in public since the society perceives English as foreign and inconsistent with their ethics and culture. This negative perception is a cultural barrier for students to practice speaking English daily to enhance their English skills.

According to Cramer (2012), a distinction must be made between language studies and language acquisition. Language studies are the study of a language's structure, including grammar and sentence structure, with a focus on grammar rather than linguistic flow or fluency. Language acquisition, on the other hand, refers to learning a language in order to converse effectively, with a major emphasis on practicing speaking the language. Suggestopedia is a language acquisition strategy that can be effective even for learners with limited educational backgrounds (Cramer 2012). Language acquisition occurs in Suggestopedia, and fluency is extremely essential since Suggestopedia views languages as a means of communication. Therefore, speaking English in public is essential for language learners to make

it a real-life skill. In Indonesian pedagogy, the construction of curricula for English is designed by the Ministry to focus on language study where language structures, grammar, and text are taught solely to answer questions in examination not as tools for fluent daily communication. To have speaking skills, the focus should be adapted to language acquisition which emphasizes fluency for language learners. For instance, babies naturally acquire language by absorbing stimuli in their subconsciousness in the process of being able to speak.

The key core of Suggestopedia is a stress-free atmosphere where the atmosphere in the class strengthens self-image; the power of the mind of the learners and increases the appetite for learning so that they can actively participate in the learning process (Rao, 2020). Suggestopedia is a humanistic approach that values human emotions and needs in the language teaching-learning process. It is believed that since the teaching-learning process in the classroom is under the teacher's total control, the process of learning will be successful because teachers may select their own choice of the classroom's activities which is by the students' needs. This common belief has brought many Indonesian researchers to conduct many researchers to investigate the effectiveness of applying Suggestopedia to teach English. Most researchers presented their positive findings.

Suprapto & Kurniawan (2020) conducted qualitative research on learning speaking and rhetorical skills. Astutik (2019) conducted a classroom observation to assess the effectiveness of using Suggestopedia to enhance the learners' speaking skills. Suggestopedia which was originally to teach speaking skills has been developed as a reading skill as well. For example, Frasiska et. al. (2021) successfully connected Suggestopedia with modern digital applications for teaching reading. Suyadi (2021), and Safitri & Novita (2020) based their experimental quantitative research on a comparison of improving reading between a control and an experimental group of students. Chandra, Yuneva & Utami (2020) and Deny Ys & Fajrina (2016) presented research on testing students' reading comprehension ability before and after a period using the Suggestopedia teaching method. All of these findings are related to reading skills.

The research by Indonesian researchers was also investigating Suggestopedia's effectiveness in teaching writing. Sundari et. al., (2022), Asnur (2015), Jakob, Nusi & Sari (2021), Sobari & Abdurrokhman (2018), Dwimarta, Slamet & Rukyah (2016) conducted research in applying Suggestopedia to teach writing. Furthermore, Dwimarta, Slamet & Rukyah (2016) concluded that students' motivation and teaching methods together influenced their writing skills. However, research conducted by Asnur (2015) was the only one with negative findings. He stated that Suggestopedia did not work for every learner based on dissimilar results of the post-test. The research was conducted on the 2nd-semester students of the English and Literature Department at Alauddin Islamic State University of Makassar, South Sulawesi, in the academic year of 2014/ 2015. Through Suggestopedia, students learn in an enjoyable way and without any psychological barrier that can disturb the learning process. The result also shows that the outcomes of each student varied seeing from their post-test writing score; therefore, he concluded that the students got a good score because of enjoyable learning, not because of classical music. Nevertheless, suggestopedia is a good method to develop the students' writing ability.

The original Suggestopedia has two primary characteristics: fictitious identity and classical music. These two features form the foundation of Suggestopedia which creates subconscious learning, only when the mind and body are relaxed. Learners are driven to adopt new

identities based on the target language's nation and culture (Bakkehaug, 2017). Using a fictional persona at the first encounter is critical for addressing human subconsciousness. This removes the anxiety of making errors or embarrassing oneself. All mistakes are directed toward the imaginary persona, which provides learners with flexibility for self-actualization. According to Bakkehaug (2017), classical music helps to coordinate the left and right hemispheres of the brain. The uniqueness of Suggestopedia is the teacher reading the materials with classical music as the background. This method is believed to synchronize the left and right brain and enhance the brain potential to its maximum level. S. Ostrander and L. Schroeder state that Suggestopedia as an application provides the potential to transcend the human cognitive mechanism to employ hidden resources of the brain to 90% of potential if a person experiences ultimate relaxation of the body (Ostrander & Schroeder, 1970).

Fictitious identities are addressed to all students to enhance subconscious learning. The students are encouraged to use fictitious identities borrowed from the target language and during the classroom activities they use their imaginary persona including names, occupations, and nationalities. Playing classical music, role play, listening to songs, and acting out drama are the main activities in the classroom to improve fluency as Suggestopedia believes that teaching must also focus on the subconscious level which is where the long-term memory is. If focusing on the conscious level, only the short-term memory is activated, and accordingly, less information is gained (Cramer 2011: 59). Lozanov in Setiyadi (2020: 91) claims that memorization in learning by the Suggestopedia method will be accelerated 25 times over than in learning by conventional methods. This teaching method which primarily used the combination of brain and heart perceived the teaching-learning process as a holistic way to develop both the learners' knowledge and their personality as human beings.

This contradicts Indonesian pedagogy which emphasizes the teaching of language studies instead of language acquisition. Teachers are responsible for catching up on plenty of material objectives with little emphasis on the student's emotional state and needs. Materials are designed according to the learning objectives which can answer questions on the final examination not designed according to the student's learning styles as Suggestopedia suggested. The seven laws of Suggestopedia which are love, freedom, knowledgeable teacher, complex teaching material, interaction of global-partial-global, golden proportion, and classical and aesthetics (Bakkehaug, 2017) are difficult to implement. The centralized designed curricula in Indonesian pedagogy focus the teaching-learning process on the learning objectives of structures and grammar rules which perceives language as a set of cognitive processes not as a set of communication skills as in Suggestopedia. This is one main factor that arouses anxiety during the teaching-learning process which majorly affects the students' fluency. Mistakes are taken as foolish not as a part of the natural process of learning a foreign language.

The Suggestopedia basic concept is that the environment should create a positive teaching atmosphere that makes the language students feel secure and comfortable to the extent of not correcting mistakes that either will prevent students from flourishing or lower their self-esteem. This is difficult to implement since the objectives of curricula focus on language structures and grammatical patterns, not on language fluency. In Suggestopedia, all various activities in the post-session should accommodate all learning styles. It needs love and deep understanding from the teacher to implement the seven laws of Suggestopedia in the teaching-learning process. As learners have mental filters,

a language teacher should understand how the barriers work, Lozanov (2005) argues that the teacher can easily guide the learners beyond these, to tap into their subconscious resources. However, it requires knowledge, practice, sacrifice, and love for humans, and the teaching profession (Bakkehaug, 2023). With plenty of material and cognitive-focused learning objectives to catch up in a limited time, these basic humanistic requirements are difficult to implement in the classroom of Indonesian TEFL.

Therefore, this present research aims to determine whether the previous research conducted by Indonesian researchers applied the original Suggestopedia developed authentically by Professor Georgi Lozanov which is similar to the one that is taught through "Lozanov's International Trainer's Association" (LITA) or modified Suggestopedia. The investigation will be observed from the application of fictitious identity and classical music conducted in previous research. Furthermore, through the findings of this present research, the researcher will answer the following question, "How do the Indonesian researchers apply the Suggestopedia conducted in their study, is it through original or modified Suggestopedia with adjustments to the teaching-learning process?" This present library research is a pilot study investigating the originality of Suggestopedia applied in previous research conducted by Indonesian researchers.

■ **LITERATURE REVIEW**
This research is presented in the literature review as the research's central investigation. The conceptual basis used in this present research substantially validates the research. Professor George Lozanov, a Bulgarian medical doctor, psychotherapist, language theoretician, and pedagogue, found the Suggestopedia method in the 1970s. According to Jezdinska (2023), in the field of psychology, Prof. Lozanov was fascinated by the means of increasing the capacity

of the human brain and his findings led to the formation of a scientific discipline called suggestology. Suggestology which explores how suggestions and relaxation influence brain functions and memorization, was later developed in Suggestopedia. Suggestopedia links to the two Latin words which are *suggerro* and *paedy*. *Suggerro* means getting under or suggestion *and paedy* means pedagogy. Hence, Suggestopedia is an application of suggestology that utilizes positive suggestions and other suggestopedic techniques in education (Lozanov, 1978).

This revolutionary method connecting unconscious functions of the human brain and maximizing capacities for learning emphasizes a positive learning environment and trust between a teacher and learners that overcome limitations and any possible negative connotations associated with learning (Jezdinska, 2023). Suggestopedia is used worldwide since the method represents the way how human brain works actively under unconsciousness when a person feels relaxed and stress-free. "Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful because of the negative association they may have toward studying, and thus, to help them overcome the barriers to learning" (Larsen-Freeman & Anderson, 2011, p. 102). In Norway, Suggetopedia is a college subject (Bakkehaug, 2017). She says that the study begins with an independent 4-day introductory session that is required for additional studies.

Fictitious identity as one of the main characters of Suggestopedia plays a significant role in beginning the class. It is included in the pre-session usually at the first meeting where the students are encouraged to have an imaginary persona who will be addressed by others during the whole class. According to Jezdinska (2023), the first session in the entire course was dedicated to introducing class members to one another. It

was critical to instill a positive mentality in the entire group to promote a calm and inspiring environment later on. In addition, all pupils were given new names in the target language, as well as work assignments and biographies. This approach helps to alleviate anxiety and remove inhibitions (Bancroft, 1993). Furthermore, a mistake committed by a pupil performing someone else's part would be ascribed to the fictional individual (Jezdiska, 2023).

The importance of fictitious identity is also described by Bakkehaug (2017) in her research. She illustrated her fictitious identity as Eliza Johnson, a tourist guide, during her teaching in her experimental class. All that was done in a lighthearted manner, including gesturing and mimicking while she spoke with the pupils. The switching she did for a teacher to a tour guide, also defined the activities. The hat she used, was one illustration of how one activity may lead to another automatically. Without more discussion, the pupils see that I am acting to play the fictitious character of Eliza Johnson instead of being the classroom instructor (Bakkehaug, 2017). This illustration describes the role of the teacher as the model of the classroom activities of how the setting up of a fictitious identity immerses all the class members including the teacher in taking part in fictitious roles.

Bakkehaug (2017) asserts that the suggestopedic classroom is a kind of pedagogical theatre, which invites the students and the teacher to enter into a new cultural world. Similar to students, the teacher also acts out a fictitious identity which includes name, profession, and nationality. The students are addressed with their fictitious identities borrowed from the target language during the class to build up a subconscious mentality to speak English. The teacher should be able to bring the students to the cultural world with random, fantasy, and multicultural diversity. The teacher's personality will define the success of the fictitious identity

method. If this method is successfully brought, the students will be able to move themselves from an Indonesian into a foreigner with different values, ethics, and culture. This is the key core of the fictitious identity concept. Nevertheless, a group of foreigners is now present in the classroom and they have to speak English. This is the subconscious mentality established by the Suggestopedia teaching method. To be able to reach this level, a teacher is challenged to be an actress with the extraordinary capability to communicate.

Another prominent character in Suggestopedia is classical music, which is known as the concert phase. The concert session is seen to be the most fundamental component of the Suggestopedia approach. It is divided into two sections: vigorous and quiet, each accompanied by profound relaxation and concert music. According to Lozanov (1978), "a teacher reads or recites the new material, his voice varying in harmony with musical phrases." According to Jezdinska (2023), the teacher's duty was an "artistic rendering" of the text. This entails naturally modifying intonation or tone of voice to match both text and music. Teachers must not only maintain the proper pace of linguistic materials, but also read each phrase or sentence in an expressive, pleasant, emotive, and inspirational tone of voice with classical music as the background. Furthermore, the teacher must have maintained a specific degree of volume to be heard properly over the music. Because of this technique, students should have subconsciously pictured what they heard and indirectly participated in the final concert performance with delight. (Bancroft, 1999).

Theoretical Framework

According to Lozanov (1978), the suggestion is "a constant communicative factor which chiefly through para-conscious mental activity can create conditions for tapping the

functional reserve capacities of personality." Following this theory, Bancroft (1999) also states that the principal theoretical elements of Suggestopedia are derived from the idea of unconscious mental activity, in the sense of stimuli directed toward, and absorbed by the unconscious. Before learners are ready to accept suggestions, they should feel relaxed and anxiety-free. Suggestopedia highlights the importance of positive encouragement in learning to activate brain processes and reduce psychological obstacles like tension, worry, fear, frustration, nervousness, a lack of interest, and others (Jezdinska, 2023). The seven core techniques used in suggestopedic teaching to stimulate unconscious learning are authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passivity (Bancroft, 1999, p. 33). The explanation of each core technique is as follows:

Authority

According to Lozanov's original concept, the authority and personality of a teacher are the pillars of the method. Moreover, Jezdinska (2023) states that a Suggestopedia teacher is a dedicated facilitator who should possess various qualities like self-confidence, enthusiasm, creativity, sharp-wittedness, reassurance, good planning and organization skills, flexibility, and the ability to motivate learner with a positive and understanding attitude. Negative words, gestures, critiques, or otherwise agitated behavior are strictly prohibited as it would ruin the whole process of suggestion. Nevertheless, it does not mean that learners' mistakes are left without correction. Mistakes are corrected in a rather positive, sensitive, and motivating way. The Suggestopedia teaching methods can only be adopted by experienced language teachers since they need both a strong personality and deep knowledge. The teacher should also possess psychological knowledge to be able to understand the student's emotional state, needs, and learning styles.

Infantilization

It can be viewed as a mutual respect or inner motivation that supports a positive inclination to learning. Jezdinska (2023) asserts in another way, that the pupil-teacher connection is analogous to a child-parent interaction in which the learner has complete trust in whatever is offered by the instructor. Several techniques can be used to achieve a specific level of infantilization, for example, playing roles by giving new names and life stories to students, singing, or acting. All of these techniques enable desirable spontaneous behavior, immediate and natural response, and lower stress of making mistakes (Lozanov, 1978, p. 1999). The relationship of child-parent that is offered by Suggestopedia can be adopted by experienced teachers who know exactly how to treat students nicely but still at a distance without interfering with private matters. This means the teacher knows how to be respected and loved at the same time.

Double Planeness

This concept refers to unconscious or semiconscious stimuli of both the environment and the teacher's personality. Interior, architectural style, interior decorating, lighting, colors, temperature, noises, or music, are all environmental variables that affect the engagement. All the factors should create a positive environment for learning and reflect the target foreign language. Of course, the settings need to be designed concerning the learners who attend the class. There are several areas to focus on: the color of wall paintings and actual learning material, sound and how noise is produced in the classroom, lightning in the classroom, arrangements of the objects in the room, structure, and the design of the classroom (Bancroft, 1999). In other words, the teacher and

the classroom settings should motivate the learners to learn.

Intonation

In Suggestopedia, intonation is a crucial element of double-planeness (Jezdinka, 2023). Bancroft (1999) notices that according to Lozanov, intonation is a strong nonverbal factor that transfers hidden information in the communication process. This way it can be used to amplification of unconscious mental activity. Furthermore, Lozanov presents a series of experiments to prove that varying intonation has a positive influence on memorizing during learning because it lessens or eliminates boredom (Jezdinska, 2023). According to Lozanov (1978), Suggestopedia takes advantage of their different intonation styles during the materials reciting:

a. typical, encouraging, statements
b. silent, tender, and vague (a variant on the whispering approach)
c. dominating, confident, completing, (a loud statement).

Intonation is also another tool to suggest the learners during the teaching-learning process. High intonation will be perceived by learners as anger and create anxiety. On another hand, low intonation will be perceived as not confidence and doubts. The teacher should be able to manage his or her intonation well to have a positive perception from the language learners.

Rhythm

Another essential factor of double-planeness in Suggestopedia is rhythm. Both rhythm and intonation refer to the importance of pronunciation. Lozanov (1978) elaborates on the natural integration of rhythm into human life as the psychological significance. Thus, the right combination of intonation and rhythm can achieve powerful suggestions supporting learning in Suggestopedia. Suggestopedia takes advantage

of the vocal of the instructors as this method believes the intonation and rhythm can also affect the learners' motivation to learn.

Concert Pseudo-passivity

Concert Pseudo-passivity is of the utmost importance in the Suggestopedia teaching procedure. On the surface learners passively relax, their brain is, on the other hand, actively working. This allows for conserving energy reserves and preventing fatigue (Lozanov, 1978, p. 205). Learners' pseudo-passivity is required during the middle phase of Suggestopedia classes called the concert session. Students are behaviorally passive but being under positive and stimulating suggestions, the process of memorization runs on an unconscious level (Jezdinska, 2023). This concert involves the use of classical music where the teacher reads the materials with the classical music as the background. This method is believed to synchronize the analytical left hemisphere and the creative right hemisphere (Bakkehaugh, 2017). Classical music of the utmost importance is used as the learning media with Baroque music commonly used. In Indonesia's TEFL setting, reading the materials in a crowded classroom of more than thirty students is a great challenge for the teacher. Furthermore, Indonesian learners and teachers are not familiar with classical music played in the classrooms at schools or universities during studying and they may perceive it as inappropriate with their ethical and cultural teaching-learning process. This cultural barrier deals with the perception of something inconsistent with their ethics and culture.

Yoga Relaxation

Bancroft (1999) summarizes that yoga relaxation was indispensable for fixing attention, realizing the cultivation of intuition or the activation of the subconscious mind, and leading to a pleasant learning experience. According to

Jezdinska (2023), the first step before commencing relaxation was to find a comfortable and stable position in a classroom. Savana (or the "corpse" position) was recommended where a person usually lay down on the floor with their arms stretched to the sides and palms facing up. Similarly, a comfortable sitting position could be on the floor or a chair. Yoga relaxation was another activity conducted in the process of gaining the most relaxation for the mind.

According to Jezdinska (2023), the original Suggestopedia method applies five domains which include principles used, intensive courses, lessons, and classroom work. First, the principal use of Suggestopedia in second language acquisition has always been used to teach foreign languages. However, it can also be used to teach all kinds of subjects. Second, the intensive course lasted for a month and classes were designed by units of 3-4 hours per day at different daytimes. There were breaks in between learning but also integrated into physical exercises like gymnastics or walks in the institute courtyard. Third, the lessons or course comprised ten lessons. Each lesson involved a lengthy dialogue containing around 200 new words and expressions with grammatical explanations.

Apart from vocabulary, grammar, and pronunciation, learners gained experience through a wide range of activities: singing songs, listening to jokes and anecdotes, solving puzzles, kinesthetic activities, etc. (Bancroft, 1999, p. 56). Fourth, the classroom activities were supplemented by written assignments completed at home, including letter writing and short essays derived from the discussions. Learners were assessed at both the commencement and conclusion of the course to evaluate their advancement. Fifth, the courses were segmented into three essential components or three key parts constituting the "Suggestopedia cycle": The pre-session phase, the session phase, and the post-session phase. The explanation further about the Suggestopedia cycle is as follows:

Pre-session Phase

The learners were given a new identity in the target language. The first minutes of the lesson were focused on reviewing previously learned material and introducing new material. Usually, students were engaged in real communication situations where they all played a given role. Often, learners were to compose their small plays. Bancroft (1999), states that this phase included a variety of language exercises, including modifying plot twists to the assigned conversation, narrating a tale according to the tuition, using the relevant emotional content and verb tenses, uttering poems and idioms, role play, games, and singing.

When introducing new language material in Suggestopedia lessons, a teacher often uses more traditional methods, for example, a grammar-translation method. "The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses the native language less and less" (Larsen-Freeman & Anderson, 2011, p. 112).

Grammar is important in the original Suggestopedia learning but it is approached indirectly, as a reference to the language material. Lengthy explanations of grammatical rules have no place in Suggestopedia. For foreign words and expressions that are entirely unlike their Bulgarian counterparts in structure or sound and whose meaning would be challenging to interpret in a particular context, translation was particularly utilized (Bancroft, 1999, p. 68).

Learners were presented with engaging dialogues from real-life or everyday situations. Dialogues contained simple example sentences that were to be learned or modified creatively and according to the natural use of language in any possible situation by students. In addition, new and important vocabulary items were highlighted and their translation with phonetic transcription was provided (Bancroft, 1999, pp. 63-64). Vocabulary items are sometimes arranged

in "frequency lists" for learning and psychological purposes (Bancroft, 1999, p. 67).

The very first lesson in the whole course is devoted to introducing class members to each other. It is of utmost importance to create a positive mindset for the whole group as a condition for the subsequent promotion of a relaxed and motivating atmosphere. Furthermore, all students are given new names in a target language with assigned jobs and biographies. This procedure helped to ease uneasiness and to overcome inhibitions (Bancroft, 1999, p. 63). Moreover, a mistake made by a student playing the role of somebody else would be attributed to the imaginary person whose role is being played.

Along with the focus on creativity and communication, the aspect of familiarity also contributed to better learning. Therefore, students appeared in the roles of foreign tourists who are visiting and getting to know Bulgaria. This way ensures that students observe and learn things that are emotionally relevant, interesting to them, easier to remember, and practical. On the other hand, the principle of generalization was applied as well. These carefully designed dialogues are perceived not only for remembering but also for creating new conversations in students' improvised learning situations.

The Concert Session

The concert session is believed to be the most fundamental piece of the Suggestopedia. It is divided into the active and passive parts, both accompanied by deep relaxation and concert music. Originally, only the second part of the session was accompanied by music but music completed both concert sessions since designing the second version of Suggestopedia. A teacher reads or recites the new text, his voice modulated in harmony with the musical phrases (Lozanov, 1978, p. 278).

Due to heightened relaxation and attention, children might assimilate substantial linguistic material in the classroom without necessitating deliberate memorization at home. This notion is universally applicable; when individuals focus and are unimpeded, they may operate efficiently.

Synchronizing respiration with cognitive function facilitates the preservation of calm and the activation of the brain. Reduced respiration influences heart rate, hence elevating oxygen levels in the brain. Breathing was performed at a 2/4/2 pace, with inhalation lasting two seconds, breath retention four seconds, and exhalation two seconds. Rhythmic breathing was deemed unnecessary and hence omitted in the revised iteration of Suggestopedia (Lozanov; 1978, p.275).

The Engaged Segment of the Session

The active segment of the session is defined by focused yoga practice and the instructor's curated reading material. The teacher's responsibility is to articulate the three phrases in the foreign language according to a specific intonation pattern. In addition to the association with three types of suggestion in yoga, variations in intonation deter pupils from dozing off during the instruction. In this segment of the session, pupils attentively engaged with the language material while concurrently listening to the teacher's reading. Moreover, they are prompted to repeat using their inner voice while they are in the period of holding their breath. This technique is especially beneficial for difficult foreign words. Apart from repeating words and phrases, learners also compare spoken words with written translations on the left side of the page. Hansen (2011) asserts that an incredible sense of self-actualization is experienced when new words flow naturally from one's (a teacher's) mouth, sometimes forming perfect sentences. This is because one realizes that their own learning has

occurred entirely on their own, without assistance, and has not been forced in any way.

The Passive Part of the Session

The passive part of the session (or the concert) follows immediately afterward. Similar to the previous phase, learners continue breathing deeply and rhythmically, only this time they have their eyes closed and enjoy the teacher's reading and music in the background as if they were attending a real concert. The teacher's role is an "artistic rendering" of the text. This means intuitively changing intonation or tone of voice to suit both text and music. Not only teachers have to maintain the correct rhythm with an appropriate expressive, pleasant, emotional, and inspiring tone of voice. Despite changing the tone or intonation, the voice has to remain smooth. Furthermore, the teacher must have maintained a certain loudness so he was heard over the music. Due to this procedure, students should have mentally visualized what is heard and are indirectly involved in the final concert piece with enjoyment (Bancroft, 1999, p. 77-80).

The selected type of music is a critical factor for success. The music chosen to accompany the concert session is of two kinds. The first type was slow baroque instrumental music with a pace of 60 beats to the minute and 4/4 times for bringing a gentle meditative mood. Music activates the right side of the cerebral cortex while language activates the left side and the reading with music in the background during a concert session is claimed to synchronize both the left and right sides of the cerebral cortex (Bancroft, 1999, p. 79).

The second type of music was faster and more cheerful with a range of moderate 72-80 beats to the minute. Such tempo correlated with a normal human pulse hence the purpose of the music is to mark the end of a deep relaxation state. Music maintaining a similar rhythm to the rhythm of the human heart rate can slow down physical processes which facilitates relaxation. As a consequence, the heart also tries to slow down in an attempt to adapt and the final heart rate can drop to 60 beats per minute (Tepperwein, 1993).

The Post Session

The post-session summarizes and reinforces the content of the lesson through elaboration and generalization. To maximize memorization, the material is revised following a strictly planned time frame (the same day as the concert session, one day later, or two days later) and using different activities. The first set of activities is an imitation of the text, questions, answers, or reading while ensuring that all students put their best effort into taking part and are as creative as possible. Another set of activities is usually implemented on the second day and its purpose is to activate the material again. A great number of interesting activities are performed, for example listening to music, engaging in conversations, role play, dancing, and various games, reciting poems, sayings, proverbs, and tongue twisters (Lozanov, 1978, p. 279). However, even traditional exercises including grammar, reading, and translation could be used. Unlike usual methods, Suggestopedia offers the richness and complexity of structures. It is limitless in the sense of activities and techniques that can be used during the class. Lozanov adheres to certain fluidity rather than to a fixed structure. Altogether, it reflects the language as a complex and variable system (Hansen, 2011, p. 409).

In the educational process, educators must consistently recall the fundamental principle of Suggestopedia to foster a stress-free environment: "Fatigue is not a result of the volume of material, but rather the method of its delivery" (Lozanov, 2005:103). Additionally, he encapsulates the seven interconnected principles that delineate the distinctions of Suggestopedia from conventional teaching methodologies. The seven principles include love, freedom, competent instructor,

intricate teaching materials, the interaction of a global-partial approach, the golden ratio, and classical art. Comprehending the seven principles of original suggestopedia is essential for educators serving as suggestopedists in the instructional process (Bakkehaug, 2017). The explanation further are as follows:

Love

According to Lozanov (2005), by communicating with genuine affection for others, the educator will achieve the true, pleasurable, and relaxed focus atmosphere that is necessary as a prerequisite of learning. Suggestopedia is a humanistic approach that functions to teach students with the brain and heart to reach the optimum potential of the human brain. A Suggestopedia teacher or suggestopedist should be a loving, understanding, and wise figure with psychological knowledge.

Freedom

Rather than studying, suggestopedic instruction emphasizes participation in a variety of classroom tasks. Lozanov claims that when individuals are ready, they will inevitably begin to apply their engaged competence, which he refers to as personal independence of decision. The teacher designs materials for the students based on their needs and learning styles: visual, audiolingual, or kinesthetic. The materials should accommodate all of these learning styles. In the Indonesian TEFL setting, the learning goals have been centralized and formulated by the Ministry and the teachers only follow the goals formulated without being able to revise or adjust them to the students' needs that fit their learning styles. The formulated curricula focused on language studies rather than language acquisition, making the classroom activities set up to answer questions on examination not to speak fluently. Therefore, the classroom activities seem boring and monotonous since the teachers only follow the

standardized learning outcomes. Indonesian teachers are not given the freedom to design his or her own materials based on the learners' needs.

Knowledgeable Teacher

The instructor, or suggestopedist, comprehends how to begin and support intuitive engagement with the students' latent cognitive states. The instructor's responsibility, asserting that integrating the realms of imagination and reality during the initial class and reading in the concert phase necessitates significant action from the instructor (Cramer, 2011, p. 43). In recent meetings, the instructor has assumed the role of a "supportive mother." Suggestopedia teachers should be knowledgeable figures with strong personalities to accommodate all learning styles and understand the students' psychological state and needs. An intelligent, experienced, and loving person is the figure of a suggestopedist. Without having these qualities, the teachers will not be able to bring the students into a subconscious level of learning.

Intricate Instructional Content

A substantial quantity of structured instructional material is provided for suggestopedic education, incorporating robust iterations. A four-week program has around 2500 words, which is roughly two to three times more than traditional instructions (Cramer, 2011). She also emphasizes the importance of maintaining an equal pace throughout the session to keep the participants' enthusiasm up. A smooth shift hides any reiterates of patterns and words. In the original Suggestopedia, the material in each meeting consists of 200-250 words. Since the lesson focuses on fluency, large numbers of vocabulary are presented as stimuli. In the Indonesian TEFL setting, the materials focus on structures, grammatical patterns, and reading texts. This occurs since the language is perceived as a set of rules not a means of communication.

The final goal which is to answer questions on the examination rather than to speak and communicate, creates anxiety in the teaching-learning process in forms of fear of failure, fear of examination, and fear of making a fool of oneself. This makes English class anxious, boring, and monotonous, not as enjoyable as language learning should be.

Interaction of Global-Partial-Global

Lozanov (2005) asserts that the systematic organization and interconnection of content, the part-whole (global) relationship, and the predominance of an integrated approach are essential for the harmony of instructional activities. Vocabulary and syntax cannot be imparted in isolation from language; they are integral to the context, and each system element is interconnected with the overarching objective. The broad use of peripheral awareness, the dual-plane method, and unconscious behavior enable the simultaneous teaching or acquisition of both global and partial concepts. Furthermore, Lozanov contends that communication is essential for learning a new language five to ten times more efficiently than traditional approaches. Suggestopedia promotes a conducive and stimulating educational environment, thereby impacting well-being. Interaction and communication are the needs of human beings as social creatures. We need to speak, converse, share, discuss, and communicate at the utmost. Therefore, the activities of language learning should emphasize human interactions, in this case, speaking, making dialogs, and role-playing. This contradicts with Indonesian TEFL setting which focuses on the activities to answer written questions on the examination.

Golden Ratio

The optimal ratio (0.6) has long been recognized as the epitome of harmony in nature, and it is also apparent in Suggestopedia. The initial active concert phase lasts 50 minutes, while the passive concert lasts 30 minutes. This was calculated as 30:50=0.6. Classroom instruction focuses on maintaining a balanced rhythm of diverse instructional activities concerning many forms of vitality, including small and large group settings, outgoing and introverted behaviors, active and passive participation, serious and unserious engagement, as well as kinesthetic and silent approaches (Cramer 2011:66). Suggestopedia teachers are required to give equal attention to students, therefore, when the classroom activities are conducted, the students should be grouped or paired in balance, in the means of cognitive and mental ability. For example, the weak with the strong, the shy with the confidence, and the slow with the fast, this is to maintain a harmonious balance during practice.

Classical Arts and Aesthetics

Classical music, lyrics, and aesthetic imagery are essential elements in suggestopedic instruction, highlighting how art conveys a diverse array of non-specific stimuli and environmental awareness. It functions as a form of motivation and diversion for pupils, enabling them to alleviate their worry about making mistakes (Cramer, 2011). Suggestopedia pays attention to the stimuli including the classroom setting. The pictures on the wall, the color of the wall, the light in the class, the music, the teacher's personality, the sitting arrangement, and other stimuli psychologically create suggestions in the subconsciousness of the learners.

■ **METHOD**

Research Design

This research employs a library research methodology where the data was systematically and meticulously collected, categorized, and analyzed. Pinatih (2021) defines the library research method as a technique for gathering data from various articles, journals, or books to

advance a specific study. This research combines data taken from books, reputable indexed international journals, and articles, as the source of data reference. The collected data taken from those references has been analyzed qualitatively regarding the topic of investigating the originality of the Suggestopedia method used by Indonesian researchers in previous studies. Library research is a qualitative method that enables the researcher to conduct a study without going to the field directly. The collected data has been used by the researcher as a reference to support the recent qualitative study.

Search Strategy

The books, articles, and journals containing Suggestopedia topics were gathered. The keywords used in collecting the data were the original Suggestopedia, the modified Suggestopedia, and Suggestopedia by Indonesian researchers. The Suggestopedia journals collected were taken from reputable indexed international journals from 2015 until 2024. The journals chosen as references consider the quality of the research methodology, the quality of the scientific writing clarity on the topics, and the quality of the English used. To investigate those qualities, a peer review is conducted.

Inclusion and Exclusion Criteria

Reputable indexed international journals between 2015 to 2024 were included as general references. After that, the previous studies which were used as references by many researchers were selected. Then, peer-reviewed were conducted to investigate the quality of the journals observed from three categories: the research methodology, the scientific writing clarity, and the English used by the researchers. From these three categories, 20 reputable indexed international journals written by Indonesian researchers were selected as the research references.

Data Analysis

In collecting the data through the library research method, several steps have been taken by the researchers. The first step was collecting books and articles containing information on the original Suggestopedia developed by Professor Lozanov. The second step included collecting indexed international journals containing research on the Suggestopedia TEFL method by Indonesian researchers in all four skills: listening, speaking, reading, and writing. The third step was reading meticulously the references containing the information on the topics to comprehend the concept of the original Suggestopedia which was taught by Professor Lozanov and his associates in "Lozanov's International Trainers' Association" (LITA). The fourth step was making rubrics to categorize the data. Through meticulous reading thoroughly, peer evaluation, and peer discussion the data was categorized meticulously into rubrics with four major divisions including: 1. Implementing fictitious identity, 2. Not implementing fictitious identity, 3. Implementing reciting material with classical music as the background, and 4. Not implementing reciting material with classical music as the background.

As fictitious identity and classical music are the key core of the original Suggestopedia, these two criteria should be implemented either in the control class or the experimental class while researching Suggestopedia. After the data was categorized into the four rubrics, the researchers conducted the fifth step which was peer-reviewed to ensure the validity and reliability of the data. This review involved peer discussion, proofreading, and peer evaluation. During the peer review, a double evaluation was conducted by observing whether the fictitious identity and reciting materials with classical music as the background were implicitly or explicitly stated by the researchers of previous studies in their control class or experimental class as one of their teaching

procedures. If these two prominent characters were found in the research paper, it was categorized that the researchers of the previous studies followed the original Suggestopedia teaching procedure developed by Professor Lozanov. If these two key characters were not found either in the control class or the experimental class, it was categorized that the researchers used the modified Suggestopedia to conduct the research.

Finally, the researchers went through classifying the information gathered into 3 key parts of the Suggestopedia cycle: the pre-session phase, the concert session phase, and the post-session phase, where each of the phases had its own goals and philosophy. In the pre-session, the researchers focused solely on the implementation of the fictitious identity in previous research. In the concert session, the researchers focused on the implementation of the reciting material with classical music as the background done by the teacher. The final step involved analyzing the data based on the purpose of the study descriptively by the researchers.

■ RESULT AND DISCUSSION

Based on the previous studies on the topic of applying Suggestopedia in teaching English skills such as listening, speaking, reading, and writing, in which most of the findings show significant results, it is found that no previous research conducted by Indonesian researchers has applied the original method developed by Professor Lozanov in the early 70s either in their control class or the experimental class. Asnur (2015) stated clearly the use of fictitious identity in his pre-phase teaching procedure but only attributed to his students, not the teacher himself. He also mentioned reading with classical music as the background which means he followed the original method in the classical music but unfortunately not in a fictitious identity. This argumentation has its fundamental reasoning which

is drawn from the prominent characteristics of Suggestopedia which has been presented previously: fictitious identity and classical music. Further explanations are provided below.

Fictitious Identity

In the original Suggestopedia, Jezdinska (2023) describes that the first lesson in the whole course is devoted to introducing class members to each other. It is of the utmost importance to create a positive mindset for the whole group as a condition for the subsequent promotion of a relaxed and motivating atmosphere. Furthermore, all students are given new names or fictitious identities in a target language with assigned jobs and biographies. This procedure helps to ease uneasiness and to overcome inhibitions (Bancroft, 1999). The fictitious identity plays a significant role in reducing barriers as the source of students' anxiety. The emotional, logical, and ethical barriers are the core of anxiety within the students' minds that should be overcome. Moreover, a mistake made by a student playing the role of somebody else would be attributed to the imaginary person whose role is being played (Jezdinska, 2023).

As a brain researcher and a pedagogue expert, Professor Lozanov understands how the human brain functions in the process of language learning. Humans do language acquisition naturally, like babies learning a language. They absorb stimuli and process the stimuli in their subconsciousness as the concept of language acquisition. Learning under the subconsciousness reaches the brain's maximum potential and makes the learning process fast because the barriers that filter the stimuli do not take place. It makes the body and mind relaxed and it fastens the language learning process. Fictitious identity is a way to protect a human's self-esteem from the fear of making mistakes or making a fool of oneself. It also functions to activate the right brain where creativity, imagination, fantasy, and long-term memory are located. The right brain can only be

activated when humans feel extremely relaxed with their surroundings. Fear of failure, test anxiety, communication anxiety, and threats to one's senses can all lower one's sense of self-efficacy in a situation like language testing and increase the likelihood that a second foreign language situation will be perceived as dangerous (Bandura as cited in Cubukcu, 2008).

Creating an imaginary persona needs creativity. The teacher will face a situation where the students are shy and do not know how to start. The teacher should be a role model to the students by involving him or herself in picking a fictitious identity. This way, the teacher should be a very confident person with a strong personality who can be an actor or actress playing a role to inspire the students to do so. If the teacher is a quiet, introvert, serious, and shy figure, a fictitious identity will not take place. A Suggestopedia teacher should be fun, extroverted, energetic, and extraordinarily confident. In the Indonesian TEFL class setting, it is not common for the teachers and students to act out or play a drama together and perform in public. It is considered unfamiliar to our educational concepts. The cultural barrier deals with the perception of something inconsistent with their ethics and culture.

In previous research investigated meticulously, the researchers did not implicitly or explicitly state the use of fictitious identity in their study. The teaching procedure either in the control class or the experimental class did not clarify the use of fictitious identity in the pre-phase session before beginning the class to establish subconscious learning to maximize brain potential. The emphasis is given most in the results of the study which are measured quantitively using statistical data taken from the assessments. Most previous research does not clarify the teaching procedure, so it cannot be recognized how they implemented the Suggestopedia teaching procedure in their research. Since most research is included in the rubrics as not implementing

fictitious identity in the pre-phase of the Suggestopedia cycle, therefore, it is considered as a modified Suggestopedia, not the original one.

Classical Music

The concert session is the most fundamental aspect of the Suggestopedia method. It is divided into active and passive parts which both are accompanied by deep relaxation and concert classical music. In the concert session, Lozanov (1978) describes their common feature, "a teacher reads or recites the new text, his voice modulated in harmony with the musical phrases." As a result of elevated levels of relaxation and concentration, students acquired substantial language material in the classroom without the need for deliberate memorization at home. The active part of the concert session is characterized by yoga concentration and the teacher's specially organized reading. The role of the teacher is to read three phrases in the foreign language in a special pattern based on varying intonation which are normal intonation, whisper, and loud tone of voice. In the passive concert session of the original suggestopedia method, learners continued breathing deeply and rhythmically. They have their eyes closed and enjoy the teacher's reading and music in the background as if they were attending a real concert.

Jezdinska (2023) describes that the teacher's role is an "artistic rendering" of the text. The teacher changes the intonation of the voice intuitively to suit both the music and the text being read. The instructor must uphold the appropriate cadence of the linguistic content and correct intonation whether it should be expressive, pleasant, emotional, or inspiring. Despite changing the tone or intonation, the voice had to remain soft and soothing. Furthermore, the teacher must have maintained a certain loudness so the voice can be heard clearly over the music. Due to this procedure, students should have mentally visualized what is heard and are indirectly involved

in the final concert piece with enjoyment (Bancroft, 1999, pp, 77, 80). The selected music used in the original suggestopedia to accompany the concert session is of two kinds. The first type is slow Baroque classical music with a pace of 60 beats to the minute and 4/4 times for bringing a gentle meditative mood. "Music engages the right hemisphere of the brain, while language activates the left hemisphere; reading alongside music during a concert is believed to synchronize both hemispheres" (Bancroft, 1999, p. 79). The second type of music is faster and more cheerful with a range of moderate 72-80 beats to the minute. Such tempo correlated with a normal human pulse hence the purpose of the music is to mark the end of a deep relaxation state (Jezdinska, 2023).

Classical music is another prominent characteristic of the original Suggestopedia. The concept of the teacher reciting the materials with classical music as the background offered by Suggestopedia aims to enhance focus and avoid fatigue. Concerning the previous studies, the researchers of this study also do not find explicit or implicit explanations of how the teaching procedure is conducted during the concert session, as the pillar of the Suggestopedia teaching method. The focus is solely on the result of the research not on the procedure of conducting the research. It is not recognized whether the control class or the experimental class of previous studies conducted this prominent concept or not. Subsequently, most research is included in the rubrics as 'Not implementing reciting materials with classical music as the background.' Therefore, it is considered a modified Suggestopedia, not the original one.

Both fictitious identity and materials reciting under classical music are the fundamental concepts of the Suggestopedia teaching procedure to create subconscious learning. In Indonesian TEFL, these concepts may not align with the teaching perception where language learning is seen as a cognitive ability that should be delivered seriously in a quiet classroom. Language study with structures and patterns to learn does not require a lot of interaction in English dialogs or conversations between students and the teacher. The learning outcome which can answer written questions on the final examination also does not require a lot of speaking practice and English communication skills among classroom members. Language class does not seem to provide a lot of English stimuli for the learners to acquire English. This contradicts the concepts of Suggestopedia that believe learning should occur in subconsciousness or language acquisition. The most optimum learning happens when we do not realize that we are learning because it happens at our subconscious level. It is like learning a language for babies or singing a song. We feel no effort to remember the song's lyrics, it just comes suddenly to our mind whenever we hear the music because the acquisition has taken place in our subconscious ness or mentality level. This concept mimics the concept of the Suggestopedia teaching method.

In Indonesia, a class usually consists of more than thirty students. An overcrowded class is a challenge to implementing the fictitious identity and classical music. Creating a positive environment by asking the students to have fictitious identities and asking the class members to interact with their imaginary names will be another challenge. Moreover, reading the materials with a modulated voice under classical music as the background in a class consisting of more than thirty students will also be a great challenge for the language teacher. Furthermore, fictitious identity and classical music are somehow foreign and not familiar to Indonesian learners and teachers. These might be cultural barriers that deal with the perception of something inconsistent with their ethics and culture. Moreover, in the context of state schools, the language teacher may get complaints from other teachers when she or he plays classical

music in the classroom during the teaching-learning process.

From the empirical data of the teaching procedure in both fictitious identity and classical music which are the main characteristics of the original Suggestopedia, it can be concluded that no previous research conducted by Indonesian researchers applied the original Suggestopedia developed by Professor Georgi Lozanov. The use of a new identity for the language learners during the whole course is the main character of the pre-session phase to create a stress-free atmosphere and pleasantly communicate with the whole class. This procedure does not occur in the classroom of the previous studies. The implementation of deep relaxation accompanied by 2 different kinds of beats of instrumental music in which the teacher reads a text with a soft, clear, modulated voice, correct rhythm, and intonation is not explained clearly in the previous studies. Moreover, in the post-session phase, the procedure of revising materials following a strictly planned time frame (the same day as the concert session, one day later, two days later, etc.), and the use of different activities such as listening to music, engaging in conversation, role play, dancing, and various games, reciting poems, sayings, proverbs, and tongue twisters to accommodate all learning styles, are not mentioned clearly in the research procedure of the previous studies either.

From these findings, it can be concluded that the Suggestopedia used by Indonesian researchers in their research is not the original Suggestopedia with certain characteristics of teaching procedures that Professor Georgi Lozanov developed, instead it uses modified Suggestopedia with some adjustments to meet the research objective, of course, it is not easy to apply a teaching method found by a psychiatrist in a lot of psychological concepts to utilize the brain's work. There are a lot of factors that should be considered to apply the original Suggestopedia

in the classroom such as time constraints, number of students, curricula, and teachers' proficiency in both knowledge and psychological aspects. Copland et.al (2014) mentioned teachers' proficiency, classroom management, and government policy and curricula as the main issues of problems in second language teaching. The issues mentioned within those theories are considered to align with the findings of this study.

Anti-suggestive Barriers in SLA

Professor Lozanov asserts that it is crucial for all students to feel at ease, self-assured, and calm in the classroom, as the objective is to foster an environment conducive to the spontaneous acquisition of knowledge and skills (Bakkehaug, 2017). The primary assertion of the approach is to facilitate learning at both the conscious and subconscious levels of the human mind, tapping into mental reserves (Cramer, 2011, p. 56). James (2000) asserts that grownups adeptly enhance defensive systems to protect their fragile egos. Fear triggers psychological barriers in adults, with one of the most prominent obstacles to second language acquisition (SLA) being the apprehension of failure and the potential for embarrassment. Another challenge to address is the perception that mastering a language is arduous and exhausting. Numerous cognitive obstacles appear to hinder the learning process, which Krashen refers to as an emotive filter (Krashen, 1987, p. 30). Krashen and Lozanov concur that the principal emphasis and most evident success of Suggestopedia is at the filter level. A competent language instructor is one who can deliver coherent input in a low-anxiety environment (Bakkehaug, 2017). Krashen elucidates that the classroom architecture, relaxation techniques, music, and instructor conduct are fundamental components of Suggestopedia, aimed at alleviating student fear, eliminating mental barriers, and fostering confidence (Bakkehaug, 2017).

An educational environment tailored to the brain's natural functioning necessitates an emphasis on artistic, psychological, and pedagogical dimensions. A balance between these elements is necessary (Bakkehaug, 2017). Bakkehaugh (2017) states that Lozanov discovered three cognitive filters, or barriers, of the brain that serve as a mechanism of mental protection (Lozanov 2005: 63-64), as outlined below:

1. The emotional barrier is obviously evident when toddlers instinctively respond with "no" to everything novel and unfamiliar. The response is predominantly of an unconscious disposition.
2. The logical barrier pertains to factors that contradict human common sense, frequently including the relatively aware responses of reasonable individuals.
3. The ethical barrier arises when an individual feels a mismatch between their ethics and cultural values, the reaction is predominantly a subconscious trait.

Veteran podiatrist Cramer underscores the importance of differentiating between language study and language acquisition (Cramer, 2012, p. 70). Conversely, language acquisition emphasizes the attainment of linguistic fluency (Cramer 2011: 55), which entails a concentrated effort on practicing spoken language to enhance communication skills. Cramer contends that the suggestopedic approach to language acquisition is efficacious for individuals with limited educational background (Cramer 2012: 70).

Teachers are responsible for creating a stress-free environment to make the students ready to learn psychologically. The teaching-learning process in the classroom should perceive humans as both cognitive and emotional creatures who need to be treated with both love and respect. This will eliminate the mental barriers in the forms of fear and anxiety of failure and making fools of oneself. Mistakes should be perceived as a natural process of learning a foreign language not as foolish conduct. The teaching-learning process should be enjoyable and motivate the learners to engage actively in the classroom activities designed in accordance with their learning styles. Both the teacher and the environment should provide comprehensible stimuli that are perceived as positive encouragement by the language learners. In this way, as Suggestopedia suggested, the brain will achieve its maximum potential which fastens language acquisition. Setiyadi (2020: 91) claims that memorization in learning by the Suggestopedia method will be accelerated 25 times over that in learning by conventional methods. This teaching method which primarily used the combination of brain and heart perceived the teaching-learning process as a holistic way to develop both the learners' knowledge and their personality as human beings.

Cultural Barriers in SLA through Suggestopedia

The suggestopedic classroom is a kind of pedagogical theatre, which invites the students and the teacher to enter a new cultural world (Bakkehaug, 2017). As Matsumoto (1996) cited in Spencer-Oatey (2012) says that culture is the sets of attitudes, values, beliefs, and behaviors shared by a group of people, but different from each other. Culture is also attached to our body such as how we act, how we behave, how we talk, and so on. Mirdehghan et.al (2011), defines cultural barriers as obstacles to understanding different languages, spiritual beliefs, and social habits. The cultural barriers can occur in both social life and academic life. As we have discussed previously, Suggestopedia uses some unfamiliar TEFL instruments in Indonesian pedagogy for teaching in the classroom such as classical music, fictitious identities, yoga relaxation, poetry reading, breathing techniques, and children-parent

relationships. It makes the original method of Suggestopedia using the core techniques, laws, and cycle altogether unable to be implemented in Indonesian pedagogy without some adjustments.

The original Suggestopedia is also considered time-consuming to be applied in Indonesian pedagogy because it was taught 3-4 hours a day for four weeks which focuses only on the speaking achievement of the students. For instance, it takes 50 minutes in the first introduction to pick up fictitious identities, it takes another 50 minutes in the concert session to read the text, and 30 minutes more in the passive session. On the whole, it can take optimally 4 hours or 240 minutes for the Suggestopedia class. In Indonesian curricula, one meeting of English class maximum of 135 minutes for pre-whilst-post activities. The number of students is also considered big compared to Western countries. Copland et.al. (2014) mentions teachers' proficiency, classroom management, and government policy and curricula as the main issues. Lycnh (as cited in Marzulina et. al., 2021) addressed "lack of learners' motivation, insufficient time allocation, resources, material, and over-crowded classes" as significant challenges. These theories answer the major problems of Indonesian students' problems in second language acquisition.

Compared to another Asian country which is China, concerning the use of Suggestopedia, Tsoncheva (2019) in her research aims to explore how Suggestopedia spread as far as China, how and in what directions Chinese educators have tried to apply this methodology over the years, and how successful this has been to be implemented in China. The conclusions she mentioned are based on 200 researched publications – articles, dissertations, and theses that she found. Suggestopedia in China is applied not only in foreign language teaching which is mainly English but also in Chinese language and literature classes, mathematics, chemistry, and even physical education classes. It shows that with a similar Asian cultural basis, China has successfully implemented the Suggestopedia teaching method in the educational system. It means that the concept of a stress-free environment to enhance learning has been proven effective and it is even applied to various subjects at schools in China.

The following theories of learning should be widely shared with Indonesian fellow teachers through teaching training to deepen their understanding that students in the classroom are learning language and conducting second language acquisition which needs large amounts of stimuli presented in pleasant ways. Teachers are responsible for creating a stress-free classroom atmosphere and making the learners feel comfortable and ready to learn psychologically to make the learners eager to learn (Jezdinska, 2023). "Fatigue is not a result of the volume of material, but rather the method of its delivery" (Lozanov 2005: 103). A teaching method as one of the most important pillars of the teaching-learning process will affect the success of a teacher." Furthermore, Larsen-Freeman and Anderson (2011) add that "any method is going to be shaped by a teacher's own understanding, belief, style, and level of experience." An open-minded language teacher is supposed to bring a large mental support to language learners so that it will reduce the fear of making mistakes and being fooled as the mental blocks that contribute to inactive participation of language learners.

The cultural barrier between Asian and Western cultures is occasionally more rigid in Asian culture compared to Western culture. In Asian culture, mistakes are often not seen as a part of the learning process but as a fool for oneself. In Indonesia, mostly at state schools, questioning and answering sessions in a presentation are perceived as a group massacre. Debates, arguments, and heated discussions are

seen negatively not as a part of the academic and scientific process of finding truth and logical answers to a presented case. According to Rear D. (2017), In such an environment, it is understandable that Western instructors have become increasingly concerned with the unique requirements of Asian pupils. The subject of critical thinking (CT) abilities has been fundamental to this conversation, and their growth has been a declared priority of Western educational institutions. According to others, CT is especially difficult for learners from Asian countries because of their cultural and academic experiences.

Although it is not easy to implement the original Suggestopedia in the Indonesian classroom setting, some specific strategies can be carried out by educators to try out implementing this approach. First, devote the first meeting to implementing the fictitious identity to arouse students' creativity, encourage motivation to learn, and create a positive environment. Ask them to create a name, a profession, and a nationality of fictitious identity in the target language. This will tap their right brain where the long-term memory is located. They may play along with their classmates as family, sisters, brothers, or work colleagues. Set up the classroom setting as they all are foreigners who visit Indonesia as tourists with the teacher as the Indonesian tour guide. This will tap their subconsciousness to speak English.

Second, teach them self-introduction by giving a model dialog of how to ask and give information about personal identity. The teacher may use the active concert phase by reading the materials aloud followed by the students with the soft classical music as the background. After that, ask the students to find a comfortable position in their sitting and close their eyes. The teacher then uses the passive concert session phase by reading a dialog with appropriate intonation with classical music as the background. Later on, ask them to

practice introduction using their fictitious identity in a role play with their peers. To help them, the students may use the model dialog with modifications and adjustments in their identities. Invite all the classroom members to engage in the activities by moving around the class and listening to their dialogs to give feedback. This method can be used for the class where the meeting is focused on speaking skills.

A lot of different methods can be implemented in the classroom for listening, speaking reading, and writing. The key core is creating a stress-free atmosphere and designing the materials into interactive dialogs and discussions among the students and the teacher. Treat mistakes as a part of the natural learning process not as a sin. Invite the students to be active and let them make mistakes because mistakes are the beginning phase of learning something. The class atmosphere should be positive where the teacher gives examples of how to behave in a proper manner, politeness, and positive comments. Treat the students with love and respect and avoid negative words and gestures when interacting with them as the humanistic approach concerns not only cognitive ability but also the personality development of the learners.

Moore (2011) argues that the "basic dichotomy between critical and non-critical pedagogical cultures remains an influential notion in our institutions". According to Beyer (1985), CT involves both a 'frame of mind' and certain intellectual procedures. This state of mind comprises an awareness of the necessity to assess information, a readiness to test views, and an urge to examine all perspectives. Paul and Nosich (1991) believe that "critical thinking entails the possession and active use of a set of traits of mind, including independence of thought, fairmindedness, intellectual humility, intellectual courage, intellectual perseverance, intellectual integrity, curiosity, confidence in reason, the

willingness to see objections, to enter sympathetically into another's point of view". Therefore, in Asian cultures where the values, norms, and ethics most of the time interfere hugely with the need to develop critical thinking in the youths. The acts of politeness prevent the students from stating points of view, arguing, or debating in public, even in academic and scientific environments such as schools and universities.

The original Suggestopedia with various activities that require the active participation of language learners will not work without learners' involvement during the teaching process. Furthermore, Suggestopedia, which relies on the teacher as the conductor of the teaching method, requires a language teacher not only to have broad knowledge; of materials, various activities (teaching methods), energetics, music, etc. but also psychological understanding and pleasant personality at the same time. Whole in one package teachers as the key point of the teaching process need to be trained simultaneously. In Indonesia, the gap between teachers and students makes the "parents and children relationship" not easy to develop. Building a good rapport between a language teacher and students may seem like challenge in implementing this method.

Bakkehaug (2017) demonstrates the usefulness of the Suggestopedia teaching technique in her study. In January 2010, 14 Somali women took a Norwegian course in Alna, Oslo (Lauvstad, 2010). It was taught using the Suggestopedia approach, created by Norwegian suggestopedists Hartmark and Thorvaldsen. After 5 weeks, the students could speak the language with understandable pronunciation and communicate in a variety of scenarios, such as "at the doctor's" and "in the shop". All of the students expressed great joy for finally finishing a successful language course, which confirms James' claim (Bakkehaugh, 2017). According to Krashen, the filter level is Suggestopedia's primary focus and the most visible success

element. He goes on to say that the design of the classroom, mind-soothing activities, music, and the teacher's manner are all important Suggestopedia concepts for calming children, lowering anxieties, removing mental obstacles, and increasing confidence.

Suggestopedia not only helps learners to acquire language in a shorter time but also in the long term it plays a significant role in developing their personality growth. Lozanov in Setiyadi (2020: 91) claims that memorization in learning by the Suggestopedia method will be accelerated 25 times over than in learning by conventional methods. This teaching method which primarily used the combination of brain and heart perceived the teaching-learning process as a holistic way to develop both the learners' knowledge and their personality as human beings. In addition, students changed their attitudes toward language learning, due to discovering new capabilities in themselves, which gave them more self-confidence and self-assurance (Bakkehaug, 2017). Self-confidence and self-assurance are important aspects of learning. It helps the learners to eliminate their mental barriers which means the readiness to learn without psychological disturbance will be part of their mental state.

Another cultural barrier comes from the pedagogical system as the education system in Indonesia is a centralized arrangement from the Ministry of Education. The objectives and goals of English language learning have been uniformly set up from *Sabang* to *Merauke* which focuses on grammar and reading passages, not communication skills as Suggestopedia offered. Language teachers are only in charge of creating activities to achieve the set-up goals. The goals of learning are the ability to answer written questions on final exams as all the grades are tested by written tests on final exams and not oral tests. From the point of view of the policy maker in the educational system of Indonesia, language is perceived as a set of grammatical rules and

reading passages not a means of communication. As a result, in general, students are good at written tests but have no real skills for communicating in English at all. The students are taught to learn English and fail to do second language acquisition.

It becomes worse as English is not used in daily communication such as in Malaysia or Singapore, so the classroom is the only place for the students to get comprehensible input for language acquisition. As language is seen as a set of grammatical rules and reading passages, classrooms also fail to provide comprehensible input for language acquisition. This is another pathetic fact regarding the reality of English teaching in Indonesian state schools and universities. To have a brief understanding of the Indonesian curriculum in English class, below is the National Curriculum for English at Senior High Schools set up by the "Ministry of Education" which is called '*Kurikulum Merdeka*' or *Independent Curriculum.*

Table 5. *Kurikulum merdeka*' for english XI-XII grades of senior high schools

Element	Learning Objectives set up by the Ministry of Education
Listening	Upon completion of Phase F, students are anticipated to attain the requisite proficiency in the mandatory English subject. They can generate documents with a coherent and precise organizational structure on various subjects, articulating ideas or opinions on specific issues by elucidating the merits and drawbacks or arguments for and against contrasting options or viewpoints.
Reading	After Phase F, students are expected to achieve the targeted competence in the compulsory English subject. They can comprehend the main ideas of complex written texts, both in print and on screen, single or multiple, both concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialized ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition, and Discussion.
Writing	Upon completion of Phase F, students are anticipated to attain the requisite proficiency in the mandatory English subject, enabling them to generate texts characterized by a coherent and detailed organizational structure on various topics, as well as articulate ideas or opinions on specific issues by elucidating the merits and drawbacks or arguments for and against differing choices or viewpoints.
Speaking	Upon completion of Phase F, students are anticipated to attain the requisite proficiency in the mandatory English subject, enabling them to generate texts characterized by a coherent and detailed organizational structure on various topics, as well as articulate ideas or opinions on specific issues by elucidating the merits and demerits or arguments for and against differing choices or viewpoints.

■ CONCLUSION

This library research study is conducted to determine whether the previous studies conducted by Indonesian researchers used the original Suggestopedia teaching procedure found by Professor Georgi Lozanov or a modified Suggestopedia. Based on the findings and discussion presented in the previous part of this present study, it can be concluded that the previous studies done by Indonesian researchers

do not use the original Suggestopedia teaching procedure, instead, they use modified Suggestopedia to adjust the research with the research objectives. It is due to the main characteristics of the original Suggestopedia that relies most not only on the teachers as the source of knowledge and materials but also on the objective of learning English which is as a means of communication.

The main goal of this method is to create a stress-free atmosphere for learners to utilize the brain function and synchronize the left and right hemispheres, so the teacher should be very attentive to all students and understand the learners' needs and psychological states. It makes this teaching method not suitable to be applied at schools or universities since Indonesian schools and universities have a large number of students. Another issue is the curricula of schools and universities that have been designed by the authorities. The revision or adjustment of materials within the time frame to meet the goal teaching-learning process is also not feasible.

Further research using the implementation of the original procedures of Suggestopedia including fictitious identity, classical music, and revised materials to teach English skills to Indonesian students will be of significant interest to investigate. Research in investigating emotional, intellectual, and ethical barriers as obstacles to implementing Suggestopedia and a certain teaching method to overcome the obstacles also needs to be brought to the surface to investigate. Research that enriches the knowledge of Indonesian teachers with various original and modified TEFL methodologies will improve Indonesian teachers' understanding of implementing various teaching methods in the classroom to increase their teaching quality.

■ **REFERENCES**

Asnur, S. M. (2015). Measuring the effectiveness of suggestopedia method in efl writing class. Jurnal Adabiyah, 15(1), pp. 9-18.

Astutik, Y. P. (2019). The effect of using suggestopedia among students' speaking ability. English Language in Focus, 1(2), pp.137-144.

Baihaqi, Y., & Rutiningsih, M. (2019). The influence of using the suggestopedia method toward students' vocabulary mastery in the eighth grade of the second semester in SMPN 06 Metro in Academic Year 2016/17. ENGLISH FRANCA: Academic Journal of English Language and Education, 2(2), 83-114. doi:http://dx.doi.org/10.29240/ef.v212.376

Bakkehaugh, E. (2017). Suggestopedia teaching method to promote learning in the second language classroom. Masteroppgave. Fremmedsprak: Avdeling for ekonomi, sprak og samfunnsfag.

Bancroft, W. J. (1999). Suggestopedia and language acquisition. Toronto: Gordon and Breach.

Bowen, T. (n.d.). Teaching approaches: what is "suggestopedia"? retrieved 2 20, 2023, from Onestopenglish.com.https://www.onestopenglish.com/methodology-the-world-of-elt/teaching-approaches-what-is-suggestopedia/146499.

Brown, H. D., & Lee, H. (2015). Teaching by principles: an interactive approach to language pedagogy. new york: pearson education.

Colliander, H., & Fejes, A. (2021). The re-emergence of Suggestopedia: Teaching a second language to adult migrants in Sweden. Language, Culture and Curriculum, 34(1), pp. 51-64.

Copland, F.,Garton, S., & burn, A. (2014, 12). Challenges in teaching english to young learners: global perspectives and local realities. TESOL Quarterly, 48(4), pp. 738-762.

Deny, V. S., Ys, S. B., & Fajrina, D. (2016, December). Suggestopedia method on improving students' reading comprehension. Research in English and Education, 1(2), pp. 129-136.

Dwimarta, R., Slamet, S. Y., & Rukayah, R. (2016). The effect of suggestopedia learning method on descriptions writing skills of fourth grade elementary pupils. The 2nd International Conference on Teacher Training and Education Sebelas Maret University, 2, pp. 270-276. Surakarta.

Dygala, M. (2022, April). The effect of suggestopedia method in teaching vocabulary to first grade secondary school students. Humanising Language Teaching, 24(2), p. 1.

Fransiska, W., Irhamni, B., & Azhari, M.I. (2021). Learn reading using the suggetopedia method through the Webtoon application—International Conference on Education of Suryakancana, (p. 9).

Gateva, E. (1991). Creating wholeness through art. sofia: accelerated learning systems.

Glory, A., & Verdana, K. (2015). Use of Suggestopedia as an innovative strategy for promoting effective reading comprehension abilities in English at the ESL level. International Journal of English Language, Literature, and Humanities (IJELLH), 3(8), pp, 128-149.

Hansen, G. H. (2011). Lozanov and the teaching text. In B. Tomlinson (Ed.), Materials Development in Language Teaching (pp. 403-13). Cambridge: Cambridge University Press.

Harmer, J. (2015). The practice of english language teaching (5. ed). Harlow: Pearson Education Limited.

Chandra, A., Yuneva, Y., & Utami, E. (2020, July). Improving the students' reading comprehension through the use of the suggestopedia method. EDU_LING: Journal of English Education and Linguistics, 3(2), pp. 207-215.

Jakob, J. C., Nusi, A., & Sari, H. F. (2021, April). Implementing suggestopedia learning method in developing the writing ability of civil engineering students. Epigram, 18(1), pp. 26-31.

Jezdinska, K. (2023). Use of suggetopedia as an inspiration for teaching english with a focus on pronunciation. Thesis. Brno: Faculty of Education of Masaryk University.

Kelly, G. (2000). How to teach pronunciation. Harlow: Pearson Education Limited.

Kharismawati, R., & Susanto, S. (2014). Suggestopedia method in the teaching and learning process. Jurnal Mahasiswa Universitas Negeri Surabaya, 2(1).

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon.

Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3. ed.). Oxford: Oxford University Press.

Lozanov, D. G. (1978). Suggestology and outlines of suggestopedy. London and New York: Routledge.

Lozanov, G. (1982). Suggestology and Suggestopedia. New York.

Lozanov, G., & Gateva, E. (1988). The foreign language teacher's suggestopedic manual. New York: Gordon and Breach.

Marzulina, L., Harto, K., Erlina, D., holandah, M., Desvitasari, D., Arnilawati, A., Mukminin, A. (2021). Challenges in teaching english to young learners: global perspectives and local realities. Theory and Practice in Language Studies, Vol. 11, (12), pp. 1581-1589.

Mustapha, M. A. (2018, December). Use of suggestopedia to improve students' listening skills in the English language. Journal on English Language Teaching, 8(4), pp. 16-20.

Ningrum, A. W. (2016, February). The effect of desuggestopedia on the eleven grade students' speaking ability of SMK PGRI 2 Kediri in the academic year 2018/2019. Simki-Pedagogya, 3(3), pp. 1-6.

Ostrander, S., & Schroeder, L. (1970). Psychic discoveries behind the iron curtain. Englewood Cliffs: Prentice Hall.

Peterson, S. (2000). Pronunciation learning strategies: A first look.

Pinatih, (2021). Improving students' speaking skills through role-play technique in the 21st century. Journal of Educational Study Vol. 1, 2021. DOI: 10.36663/joes.v1i1. 159.

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3. ed.) Cambridge: Cambridge University Press.

Safitri, D. M., & Novita, D. (2020, March). Suggestopedia method as an effective method in teaching reading comprehension for senior high school. International Journal on Integrated Education, 3(1).

Setiyadi, A.B. (2018) *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.

Setiyadi, A.B. (2020) Teaching english as a foreign language. Yogyakarta: Graha Ilmu.

Sobari, T., & Abdurrokhman, D. (2018, January). The application of the Suggestopedia method in learning writing. Journal of Language Education Research, 1(1), pp. 22-26.

Sundari, E., Prasto, H., Wulandari, D., Saputri, S H., Fauziah, S., & Mahpur, M. (2022). The use of suggestopedia to solve students' literacy difficulties. Proceedings of the International Conference on Madrasah Reform 2021 (ICMR 2021).\

Suprapto, S., & Kurniawan, R. (2020, February). Improving Indonesian students' rhetorical skills through suggetopedia. Journal of Applied Linguistics and Literature, 5(1), pp. 102-108.

Suyadi, S. (2021, July). Suggestopedia method effect on reading descriptive text at a senior high school. Journal Ilmiah Universitas Batanghari Jambi, 21(2), pp. 485-496.

Tepperwein, K. (1993). Umeni lehce se ucit. Pelhrimov: Stanovum.

Venkanna, K. (2015, October). Use of suggestopedia as an innovative strategy for promoting effective reading comprehension abilities in english at the ESL level. IJELLH: International Journal of English Language, Literature and Humanities, 3(8), pp. 128-149.