

**MODIFIED ROLE PLAY-BASED SUGGESTOPEDIA TO ENHANCE
SPEAKING ACHIEVEMENT OF UNIVERSITY STUDENTS**

(A Thesis)

By

Trie Eka Fitri



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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ABSTRACT

MODIFIED ROLE PLAY-BASED SUGGESTOPEDIA TO ENHANCE SPEAKING ACHIEVEMENT OF UNIVERSITY STUDENTS

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A teaching method has its drawbacks, however, if it is integrated with another method appropriately to cover its area of improvement, it will create a good method to achieve the teaching goals. Therefore, the study aims (1) to examine whether there is a significant difference in the students' speaking achievement after they are taught through the modified role play-based Suggestopedia, (2) to investigate what is the students' perception towards the implementation of the modified role play-based Suggestopedia (3) to know if there is a correlation between the students' perception and their speaking achievement in the modified role play-based Suggestopedia. This study is a one-shot study using an experimental class with 15 university students given a pre-test and a post-test to find out the significant difference in their speaking achievement before and after the treatment. They are also asked to fill in a questionnaire on the Google form to know their perception of the implementation of the modified role play-based Suggestopedia. The data were statistically analysed through the Paired Sample T-test and Pearson Product Moment Correlation in SPSS version 22 and scored through Microsoft Excel 2010 to obtain the findings.

The first finding shows that (1) there is a significant difference in the students' speaking achievement after they are taught through the modified role play-based Suggestopedia examining the increase of the post-test score after the treatment. The raw score t-value is 14.369 at the significant level of 0.001 which is lower than 0.05. The correlation between the post-test and pre-test is 0.727. The second finding (2) reveals that the students have a positive perception towards the implementation of the modified roleplay-based Suggestopedia because the mean score of the questionnaire perception is 4.70, categorized as positive. The third finding (3) shows that there is a negative correlation between students' perception of the implementation of the modified Suggestopedia and their speaking achievement. The correlation index is -0.291 at the significance 0.292 which means that there is a negative correlation between the students' speaking achievement and their perception.

Keywords: *Suggestopedia, Indonesian pedagogy, TEFL, Second Language Acquisition, Role Play, Speaking*

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By

Trie Eka Fitri

**A Thesis
Submitted in a Partial Fulfillment of
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LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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Research Title : **MODIFIED ROLE PLAY-BASED SUGGESTOPEDIA
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Student's Name : **Trie Eka Fitri**

Student's Number : 2323042012

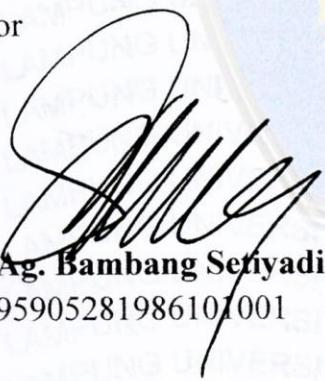
Study Program : Master of English Language Teaching

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APPROVED BY
Advisory Committee

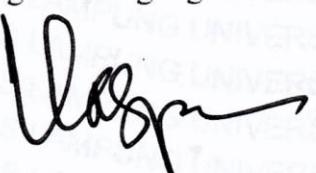
Advisor


Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
NIP 195905281986101001

Co-Advisor


Dr. Muhammad Sukirlan., M.A.
NIP 19641212199003003

The Chairperson of Master
of English Language Teaching


Mahpul, M.A. Ph.D
NIP 196507061994031002

ADMITTED BY

1. Examination Committee

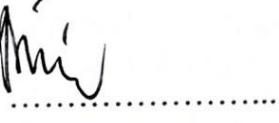
Chairperson : **Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**



Secretary : **Dr. Muhammad Sukirlan, M.A.**



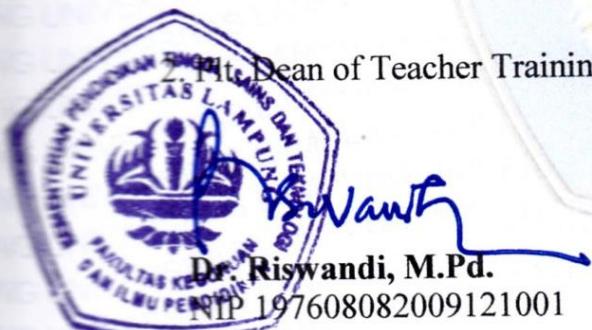
Examiners : **1. Dr. Ari Nurweni, M.A.**



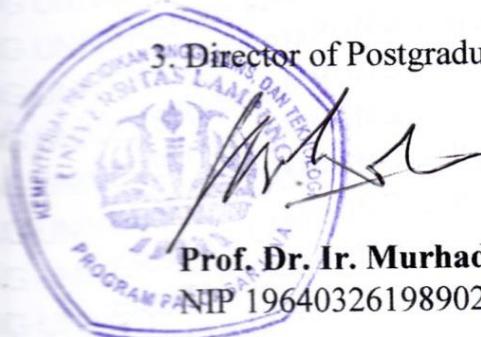
: **2. Prof. Dr. Patuan Raja, M. Pd.**



2. Ht. Dean of Teacher Training and Education Faculty



3. Director of Postgraduate Program



Graduated on: **January 9th, 2025**

LEMBAR PERYATAAN

Dengan ini saya menyatakan dengan sebenar-benarnya bahwa:

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Bandar Lampung, 20 Januari 2025
Yang membuat pernyataan,



Tri Eka Fitri
NPM 2323042012

CURRICULUM VITAE

The author, Trie Eka Fitri was born on April 13th, 1981 in Teluk Betung. She is the third child of a loving couple Mr. Hi. Rustam Paklang and Mrs. Titien Erlati. She has two older sisters, Novita Wulansari and Yenni Dwi Futri, and a little brother, Dedi Eka Kurniawan.

From 2023 up to the present, she is one of the official interpreter team works for international accreditation at the University of Lampung under the Center of National and International Accreditation Unit of the Institute of Learning Development and Quality Assurance (LP3M) of Universitas Lampung (Unila), assisting LP3M in international accreditation on Foundation for International Business Administration Accreditation (FIBAA) and Accreditation in Engineering Computer Sciences Natural Sciences Mathematics (ASIIN) Onsite Visit Conferences. From 2021 up to the present, she has worked as an English instructor at the Unit of Language Center (UPT Bahasa) Unila teaching TOEFL, IELTS, Duolingo, and Conversation for the lecturers, staff, and students of Unila. In 2020, she graduated from Satu Nusa University as the best graduate in the English Literature study program with the highest GPA of 3,98 on the 4,00 scale. She was offered to be the lecturer at Satu Nusa University Lampung. In the same year, she was a Guest Speaker on Radio Republik Indonesia (RRI) Net TV with the theme '*Sastra Tutur Lampung Warahan*' (Lampung Literature Culture of Storytelling) broadcasted on RRI radio and RRI Net TV Official YouTube Channel. In 2019, she was a Guest Speaker of Hallo Nusantara, Radio Republik Indonesia (RRI) PRO 4 Jakarta, broadcasted nationally on December 18th, 2019, as a '*Penggiat Kampung Sastra*' with the theme '*Membangun Generasi Literasi Melalui Budaya Bertutur*'.

In 2019, she won the third winner of *Festival Bertutur Hikayat Lampung*, a Lampung folktale storytelling competition in Lampung Province. In 2018, she was the second winner of the newscasting competition, the second winner of the speech competition, and the finalist of the poetry competition at Lampung English Festival 2018 with the theme ‘*People of Ideas Inspiration and Legacy*’ (PIIL). In the same year, she was also a Guest Speaker for Safari Gerakan Membaca Nasional (The National Reading Movement Roadshow) for cultivating a passion for reading in Lampung Province and districts/cities with the theme, “*Implementation of the Mental Revolution through Knowledge Mobilization in the Context of Increasing the Community Literacy Index.*” In the same year, she wrote *Tuk-tuk Bing*, a Lampung Folktale Book which was introduced on Safari Reading to boost the literacy passion index at the National Level with the theme, *Storytelling as a Bridge for Literacy to Educate the Nation Children and Regenerate Cultural Values*, sponsored by Commission X DPR RI (House of Representatives) and the National Library Republic of Indonesia (PERPUSNAS RI). In 2010, she was one of the representatives of the Young Leaders and Entrepreneurs Program at Guangxi Nanning, China Institute. In 2006, she joined the Ship for South East Asia Youth Exchange Program (SSEAYP) to Japan and some South East Asia countries as the assistant youth leader of the Republic of Indonesia contingent. These programs were under the Ministry of Youth and Sport of The Republic of Indonesia (KEMENPORA RI). In 2003, she was an official Interpreter of the Regional Police Office (POLDA) in Lampung Province working under the special unit called ‘Intel’ to assist the police officers in making Investigation Procedure Reports (BAP) by helping the officers during the interrogation of arrested Middle Eastern illegal refugees.

At present, she is pursuing her master's degree in the Teacher Training and Education faculty in the Master of English Education study program.

DEDICATION

This thesis is entirely dedicated to:

Allah SWT, for giving me a blessed and happy life with the sincerest, kindest, happiest, and most loving parents, siblings, teachers, friends, students, and co-workers. Prophet Muhammad SAW, for bringing the light of knowledge and teaching me to be a patient and sincere person.

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Universitas Lampung, Lampung Province, and Republic of Indonesia. J.F. Kennedy once said, *“Do not ask what your country has given to you but ask what you have given to your country?”*. This thesis is a tiny contribution to my motherland. I hope all teachers in Indonesia, will be inspiring role models for their students who teach them with love and patience.

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MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ نِعْمَ الْمَوْلَى وَنِعْمَ النَّصِيرُ

"Sufficient for us is Allah, and He is the Best Guardian; what and Excellent Protector and what an Excellent Helper"

لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ الْعَلِيِّ الْعَظِيمِ.

There is no might nor power except with Allah.

"Do not ask what your country has given to you but ask what you have given to your country" (J.F. Kennedy)

"Life is just like an ice cream, enjoy it before it melts" (Trie Fitri)

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This research would never have come into existence without the contribution, support, encouragement, and guidance given by advisors and the examiners of the thesis. Therefore, the author would like to express her sincerest gratitude to the advisor, Prof. Ag. Bambang Setiyadi, M.A., Ph.D., who has always inspired the author to create a stress-free environment in teaching English. His limitless patience, great knowledge, and positive encouragement give strength to the author to continue completing this thesis at the hardest times. Also, the author would like to express her deepest appreciation to the co-advisor, Dr. Muhammad Sukirlan, M.A., who has given his limitless patience, suggestions, and valuable input in completing this thesis. His kindness to the students becomes a role model for the author to engage with the students patiently. It is truly a blessing for the author to have outstanding lecturers as her advisors. Moreover, the author would like to express her sincerest appreciation to the first and the second examiners, Dr. Ari Nurweni, M.A., and Prof. Dr. Patuan Raja, M.Pd., who have given valuable insights, precious knowledge, and constructive criticisms towards the completion of this thesis. Her sincere gratitude also to all the lecturers of Master of English Education especially Prof. Cucu Sutarsyah, M.A., who has allowed the author to write the ontology book '*Filsafat dalam Berbagai Aspek keilmuan*' whose

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Trie Eka Fitri
NPM 2323042012

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I INTRODUCTION

This chapter offers a brief overview of the introduction, including the background, research questions, aims, applications, scope, and definitions of terms. These are the essential notions that clarify the topic matter.

1.1 Background

English has evolved into a worldwide language. Statistics indicates that English serves as the official or semi-official language in over 70 nations, with one in five individuals possessing some knowledge of the language (Lundahl, 2009). The need for learning English comes from the fact that English is the most widespread language in the world and that using English is unconditionally fundamental in many areas of human work and life: information, media, internet, communication, news, government, diplomacy, business, international air traffic control, technology, tourism, and popular culture (Kitao, 1996). 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.

English will be at the peak point, since Prabowo Subianto, the chosen President of the Republic of Indonesia 2024-2029, has already proclaimed on the 5th Presidency debate held by the Republic Indonesia General Election Commission (KPU RI) with the themes: Concerns include social welfare, culture, education,

IT, health, jobs, human resources, and inclusion, on national TV stations which were broadcast nationally on February 4th, 2024 at 08.00 pm west regional Indonesian Time (WIB), that our country is preparing the program of '*Menuju Indonesia Emas 2045*' or moving forward to Indonesia's golden era 2045 where he would give 10.000 scholarships overseas the youth to enhance their competence. Moreover, English will be at the peak point of its important use because in 2045 Indonesia will have a demography bonus where the numbers of youths are much more than the old people. There are many developed countries such as Japan, South Korea, Singapore, China, and many more developed countries that will have more old people than youth since they have a crisis of fertility or fewer babies. Therefore, Indonesian university students are expected to be able to speak English properly as their communication skills not only to engage themselves in a broad future to continue their education to higher education in Indonesia or overseas and work in global work fields but also to be able to get involved in the entrepreneurial world and global business.

In the globalization era of international engagement, speaking is considered an important skill in learning a foreign language and is also an essential tool for communicating, thinking, and learning. Speaking is any process in which people share information, ideas, and feelings, it involves all body language mannerisms, and style-anything that adds meaning to a message (Hybel, 2001:45). Spoken English, in this globalization era, is a fundamental aspect of daily life and interactions. Jackson (2010) asserts that English is utilized not only in interactions among native speakers but also in encounters between individuals from diverse

nations. It is indisputable that English serves as a global lingua franca, necessitating university learners to proficiently develop their speaking skills.

Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question or give an explanation Richard (2008:9). Speaking involves some competencies such as accuracy, appropriateness, fluency, and vocabulary-building. All of those competencies need to be mastered by the students. The teaching-learning process in the classroom should be designed to make the college students practice speaking in the form of imitating real-life communication, in pairs, or with a large audience. Therefore, students should get the opportunity to practice speaking in front of the classroom during the teaching-learning process to make them able to speak in front of a large audience or public. However, the fear of making errors, low confidence, and a lack of motivation are just a few reasons for mental filters creating affective filters for students' difficulty in speaking.

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 have studied factors and problems in second language (L2) teaching. Copland, Garton, and Burns (2014) mention teachers' proficiency, classroom management, and government policy and curricula as the main issues. Lynch (as cited in Marzulina, et. al., 2021) addresses "lack of learners' motivation, insufficient time allocation, resources, materials, 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.

English for Indonesian students is a foreign language that is not used in daily conversation and is officially only taught at schools. Yoshinta (2020) reports that according to a survey on the English Proficiency Index (EPI) carried out in 2019 by English First (EF), Indonesia ranks 61 among 100 countries around the world. Hamid (2014) claims that in reality, many students who speak formally in public mostly only just to ask a question. Speaking English in the classroom or public is very challenging for Indonesian students. They feel anxious to speak English due to their speaking skills in English. Djahimo, et al (2018) also have conducted research that reveals that students' stress does affect how well they speak, which is one reason they find it hard to communicate in English.

In accordance with Bakkehaug (2017), there is a widespread belief that the earlier one begins to acquire a language, the more proficient one appears to be in that language. In a dissertation named "*The Lozanov's Method*," written by Ryan James, Bakkehaug (2017) states that James asserts that adults are very good at raising their defenses to protect their fragile egos. In addition, Brown discusses how fear activates the affective filters of adults, which is one of the most significant barriers that adults have when it comes to learning a second language. Fears include the fear of failing and the fear of making a fool of oneself (Bakkehaug, 2017). Due to the fear that they experience, mental filters are formed, which restrict them from reaching their full potential in terms of learning English. According to Lozanov (2005), the three mental filters or barriers that the

brain possesses are the emotional barrier, the logical barrier, and the ethical barrier. These mental filters, or barriers, are the reasons why language learners feel anxious while learning English. 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 according to Casado and Dereshiwsky (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 sense of self 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 that teachers can do to overcome the psychological matters of mental barriers that may happen to the learners, beyond their limitations to interfere with curricula or government policy.

Teachers are responsible to create a stress-free classroom atmosphere and make the learners feel comfortable and ready to learn psychologically to make the learners eager to learn. The way the teachers teach and deliver the material will be perceived from two points of view; making the learners feel at ease or making them feel at unease. "Fatigue is not created by the amount of material that is presented; rather, it is induced by the method in which the material is presented" (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. This is one of the most important reasons why teachers should be very considerate in choosing a

teaching method as it plays a significant role in the success of a teaching-learning process. According to the Dictionary of Language Teaching and Applied Linguistics (2010), a method is “a way of teaching a language which is based on systematic principle and procedures.” Larsen-Freeman and Anderson (2011) add that “any method is going to be shaped by a teacher’s understanding, belief, style, and level of experience.”

The chosen method of teaching will provide stimuli to the students. The stimuli will be perceived as positive or negative by the students through the process of interpreting information given during the learning process. Perception, according to Otara (2011), is our sensory experiences of the world around us and includes both identifying environmental cues and acting upon them. Additionally, according to Otara (2011), perception is sensory stimulation, and the organization of that stimulus in your brain—that is, the formation of a positive or negative cerebral reaction to the input—is the perception process. Therefore, to have a positive response from the students’ perception during the lesson, the teacher should provide understandable stimuli in a positive environment and a pleasant manner.

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 Rao (2020). Among those a collection of second language teaching and learning approaches are 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'. Nevertheless, emotional and social needs are engaged and met in the process of teaching and learning a second language (Rao, 2020).

A humanistic approach provides the learners an ample scope for improving their whole personality and the learners who participate in the learning process can easily solve problems in life situations, have good reasoning capabilities, and are self-developed with free will and cooperation (R. Vasuhi, 2011:2). According to Rao (2020), the humanistic approach includes: Gattegno's Silent Way Approach (1972) and Curran's Community Language Learning (1976), Asher's Total Physical Response Approach (1977), Stephen Krashen's Natural Approach (1983), and Lozanov's Suggestopedia (1978).

Professor Georgi Lozanov, a Bulgarian psychiatrist, brain researcher, psychotherapist, and professor of education, and his team of more than one hundred researchers and teachers began the research work on how to enhance learning potential in the 1960s. The research work was based on the concept of using more of the brain and mind at the moment of learning. A teaching system known as Suggestopedia was established based on the outcomes of research that was conducted over twenty years. Both the Latin word "*suggero*," which means "get under or suggest," and the English word "*paedy*," which is related to pedagogy, are linked in Suggestopedia. It is a method that is enjoyable in which the instructor provides a large number of learning stimuli, which are suggestions for communicative activities, and the learner is allowed to select from among these options (Bakkehaug, 2017). According to Cramer (2011), pedagogy is

founded on a reflection of humanistic and holistic approaches, which involves stimulating both the conscious and subconscious simultaneously, thereby establishing a dual-plane connection. According to Krashen, the filter level is the core emphasis of Suggestopedia and appears to be the project that has achieved the most success (Bakkehaug, 2017). To further elucidate, he states that the design of the classroom, mind-calming exercises, music, and the behavior of the teacher are the core ideas of Suggestopedia. These ideas are intended to relax the learner, alleviate worries, remove mental obstacles, and increase confidence. The core point of Suggestopedia is to concentrate and relax the brain to achieve maximum mental potential in learning.

According to Bakkehaug (2017), the left and right hemispheres of the human brain are the two distinct regions that are responsible for the functional organization of the brain. For the most part, it appears that the left hemisphere of the brain is responsible for processing information in a manner that is logical, linear, sequential, analytical, objective, literal, and structured. On the other hand, the right hemisphere of the brain is considered to be the creative one, as it processes information in a variety of ways, including fantasy, randomness, patterning, intuition, holistic, generality, and integration (Prashnig 2008:14). On the other hand, they coordinate their efforts in synthesis, or holistically, to use the terminology of Suggestopedia (Cramer 2011:54). However, the majority of students are either left-brain dominant or right-brain dominant. According to Bakkehaug (2017), there are no individuals that are either "left-brain only" or "right-brain only" The diversity of human beings suggests that not every instructional method is suitable for the learning type of the student. However, if

the left hemisphere and the right hemisphere are synchronized with the music and the teachers use various exercises to accommodate different learning styles, as the main principles of Suggestopedia, this method claims to be appropriate for all learning styles.

Music is a fundamental component of the Suggestopedia teaching methodology. Research demonstrates a relationship between music and language, as both rely on generative hierarchies derived from a surface structure consisting of patterns of notes or words that create melodies or sentences (Jourdain, 1997:277). This integration promotes learning results by engaging both hemispheres of the brain via the corpus callosum, thus strengthening message transmission (Fonseca-Mora et al., 2011:105). Educators and learners typically assert that anxiety constitutes a significant barrier to acquiring proficiency in a foreign language, and various contemporary methodologies, including Community Language Learning and Suggestopedia, are specifically designed to mitigate learners' anxiety. Horwitz et al. (1986:125). Music may facilitate the learning process by alleviating anxiety, and given its positive influence on language acquisition, songs could enhance cognitive recall (Šišková, 2008:16), hence perhaps enhancing the ability to acquire new grammatical structures and maintain terminology. In applied linguistics, there is an increasing study focus on the interaction between affective and cognitive factors.

According to Yan and Horwitz (2008:161), certain students said that anxiety diminished their enthusiasm for studying English. A significant portion of the pertinent research endorsing the incorporation of music, particularly songs, in

second language education originates from the field of psychology. It is also necessary for teaching to concentrate on the subconscious level, which is where the long-term memory is located. Only short-term memory is activated when one is concentrating on the conscious level, which results in a reduction in the amount of information that is acquired (Cramer, 2011:59). According to Lozanov, who is quoted in Setiyadi (2020:91), the Suggestopedia way of learning will speed up the process of memorization by a factor of 25 compared to the traditional techniques of learning. 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.

There are 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). The environment should create a positive teaching atmosphere that makes the students feel secure and comfortable to the extent of not correcting mistakes that either will prevent students from flourishing or lower their self-esteem. 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 a result of the fact that students have mental filters, a language instructor ought to have an understanding of how these barriers function. Lozanov contends that the instructor may simply take students across these barriers to access the resources that are stored in their subconscious. On the other hand, it necessitates expertise, experience, self-sacrifice, and a deep affection for both the teaching profession and the human race (Bakkehaug, 2017).

The Suggestopedia teaching procedure is divided into four cycles which are called the Suggestopedia cycle. This structure is always followed by the program of a suggestopedic course for each meeting which is an introduction, a concert session (both active and receptive), an elaboration, and a production (Jezdinska, 2023). The assumption of new fictional identities is one of the phases of introduction that is considered to be among the most significant. The teacher and students are involved in an imaginative pleasant world by creating themselves alter egos-imaginative characters. The concert session involves classical music in the background while the reading is presented by the teacher. Because the right side of the brain is responsible for processing music, it stands in contrast to the left side of the brain, which is responsible for listening to reading, when it comes to the learners' involvement. The elaboration involves various interesting activities such as role play, drama, listening to a song, games, or engaging in a conversation which aims to accommodate all learning styles. Production is a short summing up of the materials. In the original version of Suggestopedia, there is no homework for learners.

According to Bancroft (1999:33), Suggestopedia employs six fundamental strategies to elicit unconscious learning: authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passivity. According to Lozanov's original concept, the authority and the personality of a teacher are the key elements. 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 learners with a positive and understanding attitude (Jezdinska,

2023). Furthermore, Jezdinska (2023) states that infantilization is a mother-children relationship between learners and the teacher. Double-planeness refers to unconscious and semiconscious stimuli in Suggestopedia. Intonation is used for stressing significant words or sounds of double-planeness. Rhythm, similar to intonation, is a significant factor of double-planeness. Concert pseudo-passivity is defined as the seemingly passive state of a learner in a deep relaxed condition, yet fully alerted to accept suggestions from a teacher. In the original version of Suggestopedia, there is a yoga relaxation but in the later version, it is not required since not all teachers are familiar with yoga and it needs a spacious classroom.

The key core of Suggestopedia is a stress-free atmosphere. The stress-free atmosphere not only comes from a comfortable room, relaxing music, and the mother-children relationship between the teacher and students but also various interesting materials with no homework. 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). 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. Teachers as the suggestopedists should be able to design interesting activities and accommodate all learning styles of visual, audiolingual, and kinesthetic learners.

As all techniques have their drawbacks, Suggestopedia also has some disadvantages. Because the original method is only taught in Lozanov's

International Trainer's Association (LITA), where the members teach and take care of the authentic ideas of the suggestopedia ideology, it is very difficult to find the original teaching process of Suggestopedia. Colliander (2021) argues Professor Lozanov's method as he asserts that, "There are deficiencies in how his results are obtained and presented. For example, there is no information about how the control groups in his studies have been taught." Furthermore, the procedure of activities in elaboration or post-session is unclear. According to Lozanov (1978), a great number of interesting activities were performed, for example listening to music, engaging in conversations, role play, dancing, and various games, reciting poems, sayings, proverbs, and tongue twisters (Lozanov D. G., 1978:279). Although the teachers are given the freedom to create their material for post-activities, they should accommodate all learning styles. Thus, it will be time-consuming to design the lesson plans and apply the activities.

Suggestopedia is a college-level course that is offered in Norway, and approximately one hundred Suggestopedia instructors are working there. The production of resources and the dissemination of the technique, on the other hand, are the aspects in which educators believe there is a great deal of room for improvement (Bakkehaug, 2017). Since the original Suggestopedia is taught through Lozanov's International Trainer's Association (LITA) only, not all language teachers will have access to the original Suggestopedia without being a member of LITA or a professional teachers' association. Nevertheless, in the post-activities, a great number of interesting activities with unclear teaching procedures create confusion among language teachers as the result of not knowing the original version of the Suggestopedia teaching procedure.

Many Indonesian researchers have investigated the effectiveness of applying Suggestopedia to teach English. Almost all of the 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 effect of using Suggestopedia to enhance students' speaking skills. Suggestopedia which was originally to teach speaking skills has been developed as a reading skill as well. For example, Frasiska, Irhamni & Azhari (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 also investigated Suggestopedia's effectiveness in teaching writing. Sundari et. al., (2022), Asnur (2015), Jakob, Nusi & Sari (2021), Sobrai & 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 learned in an enjoyable way and without any psychological barrier that could disturb the learning process. The result also showed that the outcomes of each student varied seeing from their post-test writing score; therefore, he concluded that the students got good scores because of enjoyable learning, not because of the classical music. Nevertheless, Suggestopedia is a good method to develop the students' writing ability.

The tasks are divided into two groups, according to Cramer, one of Lozanov's students at LITA. The first group consists of tasks that involve receptive knowledge, which means that they require the participant to comprehend and recognize words and structures. The second group consists of tasks that involve activated or automated knowledge, which means that they require the participant to speak freely, such as roleplays (Cramer 2011:27). Both Lozanov and Cramer mentioned role play as the post-activity of elaboration session. Thus, the researcher of this paper will modify the Suggestopedia Cycle with role play as the teaching procedure of post-activity or elaboration session because one-on-one role play as a form of conversation will accommodate all learning styles: acting out a real-life communication face-to-face in front of the class (visual), listening skill (audio-lingual), and using gestures and body language (kinesthetics). Role-play enhances verbal proficiency and fosters engagement among second-language learners. It enables learners to effectively utilize the language in various facets of their lives (Jezhny & Bapir, 2021).

Role-playing is an instructional tool that allows pupils to interact with the subject matter in a manner unattainable through conventional methods (Piscetelly, 2020). Students are required to engage in a play to portray a specific character role (Idham, 2022). In the introduction session of Suggestopedia, all participants in the classroom choose fictitious identities. According to Bakkehaug (2017), learners are motivated to choose new identities, which they take from the culture and country of the language they are attempting to learn or the target language. Through the process of selecting new identities, a fake universe is established; consequently, the pupils will develop alter egos that are entirely distinct from their actual selves. This way will encourage students to see themselves and other students from different points of view which is more theatrical, imaginative, and interesting. The suggestopedic classroom is a kind of pedagogical theatre, which invites the students and the teacher to enter into a new cultural world (Bakkehaug, 2017).

Much research has been conducted to find out the effects of role-play in teaching speaking. Krebs (2017) found that role-playing improved students' performance on speaking evaluations in Iraq, where English is a foreign language. Sari et al. (2021) demonstrate that students are pleased with this strategy. It allows students to articulate their responses and provides them with enhanced opportunities to refine their English-speaking skills. Permatasari (2016) asserts that using role-play as a classroom activity enhances students' speaking skills by providing them with increased opportunities to practice their English. Altun (2015) states that role-play strategies affect the enhancement of speaking skills in language learners. Idham (2022) says that role play is an effective method for enhancing pupils' speaking

skills. Moreover, he adds that the advantage of employing role play in the EFL classroom is its capacity to enhance students' confidence and engagement by encouraging their participation in speaking activities.

A lot of research has been conducted on both Suggestopedia and role play. However, the researcher of this study found that there was no previous study on modified role play-based Suggestopedia. In this research, role-play combined with Suggestopedia appears in the phase of introduction as in the original Suggestopedia. In this pre-session phase, role play appears in the form of a fictitious identity. Role play also appears in the phase of post-activity in the form of acting out the dialog as a modified role play based on Suggestopedia. This post-activity phase of Suggestopedia using role play is conducted in every meeting as a part of the teaching procedure to help the teachers design a lesson plan that has a clear and prominent activity as a procedure of teaching. In the original Suggestopedia, the elaboration functions as the post-activity. In this research, the elaboration functions as feedback and correction from the teacher. Hopefully, this research could make some contribution to English language teaching, especially in teaching speaking.

The goal of the current study is to ascertain if the modified role-play-based Suggestopedia significantly enhances students' speaking proficiency. Additionally, it looks into how the students perceive its implementation and the relationship between their perception and speaking proficiency.

1.2 Research Questions

Based on the previously mentioned background, the research questions are formulated as follows:

1. Is there a significant difference in the students' speaking achievement after they are taught through the modified role play-based Suggestopedia?
2. What is the student's perception towards the implementation of the modified role play-based Suggestopedia?
3. Is there a correlation between the students' perception and their speaking achievement in the modified role play-based Suggestopedia?

The list above is the formulation of the research questions which are found in this study. The formulation helps to decide the objectives of this study.

1.3 Objectives

From the research questions above, the objectives of this research are as follows:

1. To find out if there is a significant difference in students' speaking achievement after they are taught through the modified role play-based Suggestopedia.
2. To find out what the student's perception is towards the implementation of the modified role play-based Suggestopedia.
3. To find out if there is a correlation between the students' perception and their speaking achievement in the modified role play-based Suggestopedia.

After proposing the objectives, the research can be conducted more easily. Nevertheless, it is also important to know what exactly the uses of this research are, which will be explained in the following sub-chapter.

1.4. Uses

The results of this research are anticipated to be advantageous for individuals in the educational sector, particularly in the instruction of English. The applications of this research are:

1. Theoretically, this research contributed to the technique and approach in the field of teaching methods, especially Suggestopedia and role play.
2. Practically, the use of the product, i.e., the modified role play based on Suggestopedia, is expected to be able to implemented in the class by teachers to enhance students' speaking skills.
3. Objectively, this research could be a reference for further research to conduct similar research.

After the research is conducted, it is essential that this present research could give new insights or information to language teachers or readers. Further, it is better when this research can be a reference for other researchers, or even this research can trigger other researchers to conduct further research concerning this research.

1.5. Scope

This present research uses speaking tasks as the assessment of the speaking tests in both pre-test and post-test. The type of role play used is single role play or one-on-one role play where students perform a dialog in pairs. The original Suggestopedia teaching procedure is modified by inserting a single role play in

the assessment part. This study aims to ascertain whether a significant difference exists in students' speaking achievement following instruction through modified role play grounded in Suggestopedia. It covers seven laws of Suggestopedia which are love, freedom, knowledgeable teacher, complex teaching material, interaction of global-partial-global, and classical art and aesthetics. It also covers the Suggestopedia phases: 'introduction, concert session (active and receptive), elaboration, and production. The elaboration of the modified Suggestopedia used single role play as the assessment procedure. The principles of Suggestopedia which consists of authority, infantilization, double-planeness, intonation, rhythm, and concert-pseudo passivity are also in the scope of this study. This research examines students' perceptions of the modified Suggestopedia implementation and the association between these perceptions and their academic accomplishments.

1.6. Definition of Terms

There are some definitions of terms based on the theories used in this research, as follows:

1. Speaking

Speaking is any process in which people share information, ideas, and feelings. It involves all the body language mannerisms and style-anything that adds meaning to a message.

2. Anxiety

Fear of failure, test anxiety, communication anxiety, and threats to one's sense of self can all lower one's sense of self-efficacy in a situation like a language test and increase the likelihood that a second foreign language situation will be perceived as dangerous.

3. Teaching method

A technique is a systematic approach to language instruction grounded in established ideas and practices.

4. Suggestopedia

Activating both the conscious and the subconscious simultaneously through dual-plane communication is the basis of the pedagogical approach, which is founded on a reflection of humanistic and holistic perspectives.

5. Music

Melodic notes or phrases enhance learning results by engaging both hemispheres of the brain via the corpus callosum, thus reinforcing message transmission.

6. Role Play

A teaching strategy enables students to engage with the topic in a way of imitates real-life communication.

7. Perception

Identifying things with the use of senses, particularly the senses of hearing and seeing what is happening, which leaves an impact on a person. Employing one's senses to identify things, particularly the senses of sight and hearing, leaves an impact on a person.

8. Paralinguistics features

The components include body language, gestures, facial expressions, eye contact, tone, pitch, and voice modulation. Paralinguistics is how something is said, not what is said.

9. Speaking achievement

Speaking achievement refers to the students' competence in applying speaking components such as grammar, vocabulary, comprehension, pronunciation, and fluency as stated by Brown (2004).

The definitions of the words mentioned above are the commonly used terms that are often mentioned as the important concepts of this current research.

Background information, research questions, research aims, research uses, research scope, and term definitions are all included in the explanation above.

This chapter provides a thorough description of the material that will be covered in the following chapter.

II LITERATURE REVIEW

This chapter examines many perspectives within a framework encompassing speaking, its components, challenges in teaching speaking, music, Suggestopedia, teaching speaking through Suggestopedia, role play, teaching speaking through role play, paralinguistic features, perception, modified role play-based Suggestopedia, teaching speaking modified role play-based Suggestopedia, the procedure of teaching speaking through Suggestopedia, the procedure of teaching speaking through modified role play-based Suggestopedia, advantages, and disadvantages of teaching speaking through modified role play-based Suggestopedia, relevant research studies, theoretical assumption, and hypothesis testing.

2.1 Speaking

In the era of globalization, communication is essential for success in nearly every domain. Language is an essential medium of communication. Communication may be infeasible without the utilization of a language. Consequently, interaction with others necessitates language. Currently, English is frequently considered the global lingua franca. It facilitates communication with individuals worldwide. The importance of English-speaking proficiency is evident in this setting. The acquisition of speaking proficiency is crucial when learning a second language (Jezhny & Bapir, 2021). Indonesia possesses the same English language

requirements as the global community. Annually, numerous foreign visitors arrive in Indonesia for diverse purposes such as business, education, investment, and tourism, while universities strive to equip their graduates with English proficiency to secure employment in a context where educated youth face elevated unemployment rates. Proficiency in the English language is essential for young individuals to enhance their employment prospects in the current era of globalization. The advent of the Internet has rendered English a more essential component of communication among individuals conversing in diverse languages and hailing from different nations (Doochin, 2019).

2.2 Aspects of Speaking

Brown and Yule, as cited in Nunan (1989:21), contend that speech involves the utilization of oral language characterized by brief, partial, or fragmented utterances within the domain of pronunciation. The pronunciation is intricately linked to the reciprocal interaction established between the speaker and the listener. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions that tend to recur in certain discourse situations can be identified and charted (Burns & Joyce, 1997).

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (language competence) but also that they understand when, why, and in what ways to produce language or sociolinguistic competence. Lastly, speech differs from written language in terms of its abilities, structures, and traditions (Burns & Joyce, 1997; Carter and McCarty, 1985; Cohen, 1996). A proficient speaker integrates these diverse abilities and expertise to excel in a particular speaking act. Some aspects of speaking are viewed from different perspectives of language theories, such as pronunciation, grammar, vocabulary, fluency, comprehension, communicative interaction, appropriateness, and complexity, as follows:

1. *Pronunciation*

Pronunciation is the way for students to produce clearer language when they are speaking. It means that students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar competence. Pronunciation refers to the traditional or customary utterance of words. From the statement, it can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1). Moreover, pronunciation includes all those aspects of speech that make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation, phrasing, and more even peripherally gesture, body language, and eye contact (Fraser, 2001:6)

2. Grammar

Speakers require grammar to construct accurate sentences in both oral and written communication. Grammar is characterized as a systematic method for accounting for and anticipating the knowledge of an ideal speaker or listener. This is accomplished by a framework of rules or principles that can produce all grammatically correct utterances in the language (Purpura, 2004:6). Furthermore, Greenbaum and Nelson (2022:1) define grammar as the collection of rules that enables the combination of words in a language into bigger constructs. The grammar of the language is the description of how words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above, it can be inferred that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Consequently, we can deduce that grammar is a requisite framework for speakers to construct accurate sentences in both written and spoken communication. Grammar denotes the essential rules and structure of a language, encompassing accurate sentence formation and the appropriate forms of words (Balko, 2004:24).

3. Vocabulary

Vocabulary is crucial for effectively utilizing a second language; without a comprehensive lexicon, one cannot apply the learned structures and functions necessary for coherent communication. A fundamental aspect of effective

communication is the potency of language. Vocabulary refers to the essential lexicon of a language, particularly in spoken communication; however, possessing an extensive vocabulary facilitates the articulation of our ideas, emotions, and thoughts in both spoken and written formats. In oral communication, the lexicon is generally commonplace and quotidian (Turk, 2003:87). It signifies that in oral communication, the vocabulary employed must be well-known and utilized in quotidian speech to comprehend the spoken dialogue. Vocabulary constitutes a fundamental component of language acquisition. Students must understand vocabulary, including definitions, spelling, and pronunciation. Consequently, when instructing on vocabulary, educators must ensure they elucidate the meaning, spelling, and pronunciation. Vocabulary encompasses the comprehension of word meanings. The complexity of this concept arises from the existence of words in at least two modalities: oral and written. Oral vocabulary comprises the words whose meanings we comprehend during spoken or read communication. Written vocabulary comprises the words whose meanings are understood while writing or silent reading. These contrasts are significant since the vocabulary of beginning readers mostly consists of vocal representations. As individuals acquire reading skills, written vocabulary has a progressively more significant role in literacy compared to spoken vocabulary (Hilbert & Kamil, 2005:3).

4. Fluency

Fluency is characterized by the capacity to communicate effectively, smoothly, and precisely. Fluency often denotes the ability to articulate spoken language effortlessly and without pause. In the teaching and learning process, if the

teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The objective is to enable pupils to communicate effectively and effortlessly. The instructor refrains from immediate correction, as excessive correction disrupts the flow of speech (Pollard, 2008:16).

5. *Comprehension*

Comprehension is the capacity to perceive and analyze segments of discourse, enabling the formulation of representations of sentence meaning. The study of second language comprehension is more challenging since it is not directly observable and must be inferred from explicit verbal and non-verbal replies, artificial instruments, or the intuition of educators or researchers. Comprehension signifies that a participant thoroughly grasps the essence of the study effort, even when the procedures are intricate and include hazards (Cohen et al., 2005:51).

6. *Interactive Communication*

According to Thornbury (2005:129), interactive communication denotes a candidate's capacity to engage with the interlocutor and fellow candidates by initiating and responding suitably and at the necessary pace and rhythm to meet task requirements. According to Brown (2001:269), the primary challenge encountered by pupils in speaking is the participatory aspect of communication. During the discussion, individuals participate in a process of meaning negotiation. Consequently, learners often have difficulties regarding articulation, timing of speech, and other discourse conventions. Despite

encountering challenges in this regard, engaging kids through their interactions is beneficial for cultivating natural and spontaneous speaking skills.

7. Appropriateness

Harmer (2001:24) asserts that the concept of appropriateness is associated with many characteristics. During communication, individuals must consider the consequences necessary to attain their communicative objectives. The factors include: setting, participants, gender, channel, and themes.

8. Complexity

Halliday (1985:87) asserts that it is erroneous to characterize written language as highly organized, structured, and complicated while categorizing spoken language as chaotic, fragmented, and simplistic. According to Brown, Anderson, Shilock, and Yule in Nunan (2004:86), the challenges of speaking are associated with the nature of the information to be communicated, as well as the complexity of the work and the interconnections among the various components involved. The spoken language distinctly exhibits complexity. The complexity of written language is fixed and dense, whereas spoken language is dynamic and intricate.

These are eight facets of speech examined through various linguistic theories that must be taken into account during communication. This study will utilize the rubric aspects outlined by Brown (2004), which include grammar, vocabulary, comprehension, fluency, and pronunciation.

2.3 Problems in Teaching Speaking

Leong and Ahmadi (2017) assert that speaking is a fundamental skill for cultivating and improving successful communication. Moreover, speaking is

arguably one of the most arduous talents for pupils to master, as it necessitates much practice and exposure. Numerous language learners encounter challenges in articulating themselves verbally. Speaking skills represent the most formidable challenge for language learners in the process of acquiring a new language. Speaking is regarded as the paramount among the four language skills. Numerous learners reported that despite years of studying English, they remain unable to speak effectively and intelligibly.

Rao (2020) asserts that speaking skills are more intricate than other skills, as learners must articulate their thoughts spontaneously. The challenges of speaking English as a foreign language extend beyond secondary and high school pupils; they also affect university students in both linguistic and non-linguistic disciplines. University students encounter numerous challenges in acquiring and studying English due to the predominance of the old grammar-translation method, which fails to provide adequate and meaningful learning. Despite advancements in English instruction, students' speaking abilities continue to be deficient. Speaking abilities are predominantly undervalued, as they are the sole skill excluded from basic education assessments. The emphasis is largely on instructing reading and writing, in addition to grammar and vocabulary, as assessed in the examination (Elttayef & Hussein, 2017).

Speaking is a fundamental talent among all language competencies, as individuals who acquire a language are designated as speakers of that language (Ur, 1996). The grammar-translation technique is prevalent and hinders both linguistic and non-linguistic learners from developing the abilities necessary to assume

responsibility for their learning and to self-monitor or evaluate their progress. As a result, the majority of Indonesian learners continue to encounter difficulties in speaking English. Consequently, innovative methodologies and strategies for instructing speaking must be embraced and implemented. There are two main problems of teaching speaking for university students that need to be overcome to enhance university speaking achievements which are anxiety and the quality of the English teachers.

2.3.1. Anxiety

Teaching speaking is not an instant process since it involves not only minds but also internal psychological matters and motivation. Pollard (2008:33) states that speaking is one of the most difficult aspects for students to master, this is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is. It is caused by many a lot of internal and external factors that need to be overcome to create a meaningful teaching-learning process. "Minds lacking emotions are not minds at all" (Le Doux cited in Arnold and Brown, 1999:25). This is particularly pertinent to negative feelings, such as foreign language fear.

Multiple research (Horwitz et al., 1986; MacIntyre, 1995; Young, 1992) have underscored the adverse effects of worry on learning and performance results. Harmer (2007: 345) states that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people.

Frequently too, there is a worry about speaking improperly or wrongly and therefore losing face in front of others. Another reason comes from the way teachers teach. Teachers still use traditional teaching methods that create a lack of enthusiasm for students in the teaching-learning process. Young emphasizes the significance of creating a low-anxiety atmosphere in language classes by employing difficult content and effective pedagogical strategies to improve learners' language proficiency (Young, 1999:7).

Anxiety is a significant factor in influencing language achievement (Yan & Horwitz, 2008). It can negatively impact motivation, as evidenced by their study, which found that some students reported that anxiety diminished their interest in learning English (Yan and Horwitz, 2008:161). The primary study demonstrated that participants expressed in their questionnaire replies and focus group discussions that anxiety could impede their classroom performance, hence obstructing the acquisition of both grammar and vocabulary. Considering Horwitz's assertion that numerous individuals experience significant stress when learning foreign languages, particularly in classroom environments (Horwitz et al., 1986: 125). Lynch (as cited in Marzulina,et. al., 2021) addresses "lack of learners' motivation, insufficient time allocation, resources, materials, and over-crowded classes" as significant challenges. The appropriate and interesting method used by teachers can motivate the students to learn. Copland, Garton, and Burns (2014) mention that teachers' proficiency, classroom management, and government policy and curricula as the main issues. Therefore, language teachers have to be creative in applying interesting and enjoyable teaching methods to maximize their student's potential learning.

2.3.2. The Quality of Teachers

The growth of internationally comparative student assessment measures such as the Programme for International Student Assessment (PISA), and the annual publication of the Organisation for Economic Cooperation and Development (OECD) annual Education at a Glance, provides a global perspective of how students perform on comparable educational tests across many countries of the world. Understanding how this performance relates to the competence and effectiveness of teachers has been much debated – with the now famous aphorism that “the quality of an education system cannot exceed the quality of its teachers”. Indonesia’s rank in the PISA assessment 2018 was 74 out of 79 countries. This shows that we need to work hard to improve our education quality. Moreover, since the assessment is in English, we need to enhance the quality of our English teachers.

The problems in teaching English can be reduced by a knowledgeable teacher who uses interesting teaching methods and designs effective activities. A method is one of the important factors in the teaching-learning process. Research shows that the teacher is the most important factor in the classroom (Legler, 2000). Sanders and Rivers (1996) mention that not only is the teacher the single most dominant factor affecting students’ achievement, but that the effects of both very effective and ineffective teachers remained for at least 2 years, regardless of the effectiveness of the later teachers. In fact, according to Imig (2020), president and chief executive officer of the American Association of Colleges for Teacher Education, the quality of the teacher is 20 times more important in student learning than any other factor. A high-quality teacher is more important to student

learning than class size, funding, academic specialty, the school building of the campus, the makeup of the student population, or anything else. Qualified teachers teach effectively. They master instructional skills. According to Berliner (1985), there are three components of instructional skills that teachers should understand, as follows:

- a. Planning:** Skills that occur before the instruction, including planning for content, time allocation, grouping, pacing, and student activities.
- b. Implementation:** Skills that occur during the instruction, including monitoring student understanding during the lesson, adjusting the lesson to meet unexpected requirements, questioning, communicating high expectations, managing small and large group activities, and minimizing off-task behaviors.
- c. Reflection and Assessment:** Skills that occur after the instruction, including assessment of student performance, feedback, reflection, and management of tests and grades.

These skills can be learned, practiced, and refined. Qualified teachers focus on developing their teaching quality and personality development to enhance their capacity. Besides, teachers should be able to create a meaningful lesson and positive teaching environment for their students. Given that children acquire knowledge more effectively when involved in captivating activities, our objective as educators is to facilitate their learning in a pleasurable setting, devoid of the stress associated with mastering a foreign language (Ara, 2009:168).

2.4. The Benefits of Music

High and low learning motivation can be seen from the attitudes shown by students at the time of implementation of teaching and learning activities such as interests, enthusiasm, responsibility, inner joy, doing the task, and the reactions shown by the students to the stimulus given by the teacher (Sudjana, 2013: 61).

The students of Universitas Lampung (Unila) mostly show low interest in learning English as it can be seen from their low enthusiasm during the English learning and the high level of students who fail the TOEFL test as one of the prerequisites for graduation at Unila. They look bored, unmotivated, and exhausted during the English class. To enhance their learning motivation and turn boredom into enthusiasm, music, and songs can be functional teaching media.

Music serves as a distinctive supply of genuine linguistic material, facilitating a relaxed environment and generating positive energy among learners, enhancing motivation and sustaining attention. Language educators would certainly appreciate additional information regarding the efficacy of this instructional strategy, specifically concerning 'what is successful for whom, under which circumstances, and with what outcomes' to enhance the quality of their classroom practices. Hargreaves (1997:54). Students learning a foreign language have improved responses under a supportive educational environment. Reid (1999:297). Neuroimaging studies during musical performances reveal that almost the entire cerebral cortex is activated while artists play (Weinberger, 1998:38). Moreover, researchers contend that music triggers an endorphin response, acting as an endogenous opiate—an autonomously generated painkiller (Clarke et al., 2010:120)—that can elevate mood, reduce tension and anxiety, and boost energy

levels. Owing to its pleasurable qualities and capacity to mitigate children's anxiety, songs can create an environment favorable for effective language acquisition and nurture authentic interest and motivation in language study among learners (Young, 1991:434).

Several academics have investigated the ability of music to effectuate good alterations in pupils' attitudes. Lake (2002:2) posits that music in the classroom can cultivate a friendly and soothing atmosphere for non-native English speakers, based on his observation of high school students. Adkins (1997:2) investigated twelve-year-old eighth-grade pupils and found that songs can improve receptiveness to language acquisition. Newham (1995:8), who has partnered with numerous persons, especially professional singers and actors, supports the reintroduction of singing in the classroom to foster a more uplifting environment and elicit positive emotions. Millington (2011) analyzed the efficacy of songs as a teaching instrument for young learners, whereas Adkins (1997) explored the role of music in facilitating vocabulary acquisition among students. A significant portion of the literature advocating for the incorporation of music, particularly songs, in second language education, originates from psychological research. There are some benefits of using music for teaching language, such as enhancing the memorization process, reducing anxiety, and enhancing learning motivation. A further explanation of the advantages of music is discussed below:

2.4.1. Music Enhances Memorization Process

Music, similar to language, represents a universal trait seen in all human communities, both past and present. Spiro (2003:661) offers a unique viewpoint

on the brain. Music and melodies provide people with emotional experiences. Emotion is characterized as a multifaceted response to events of personal significance, encompassing cognitive appraisal (Clarke et al., 2010:82). This can affect children's perspectives. This may clarify the increasing scholarly focus on the use of music or songs in language acquisition. Competent instructors must acknowledge their responsibility to articulate their students' demands, including emotional and intellectual dimensions, to delineate their learning styles and tactics, and to offer recommendations that correspond with their preferred language acquisition objectives. Reid (1999:305).

The psychology literature extensively examines the correlation between music and rote memorization, demonstrating that music, especially its rhythmic components, facilitates the rote memorization process (Medina, 2002:4). Campbell contends that heightened exposure to music in childhood positively impacts subsequent life outcomes. He asserts that heightened exposure to music before entering school improves brain coding, which advantages persons throughout their lives (Campbell, 1997:192). He also asserts that the planum temporal, located in the temporal lobe of the cortex and more developed in musicians, is a cerebral region that 'appears to be associated with language processing and may also "categorize" sounds, suggesting a perceptual relationship between language and music.' Campbell (1997:192). The application of music and songs as a medium for second language acquisition aligns with Gardner's theory of multiple intelligences. According to Medina (2002:3), "Each human being is capable of seven relatively independent forms of information processing, with individuals differing from one another in the specific profile of intelligence that

they exhibit" (Gardner and Hatch, 1989:4). Educators must prioritize students' emotional well-being, as it may significantly influence language acquisition (Arnold, 1999:107). Therefore, the use of songs to evoke emotions may stimulate and activate the brain, potentially facilitating language learning.

Music and rhythm are important aids in language acquisition, memory improvement, and recall mechanisms (Fonseca-Mora et al., 2011:101). Infants exhibit a significant capacity to encode auditory experiences into long-term memory (McMullen and Saffran, 2004:300). O'Donnell asserts that music's ability to affect memory is significant, as the information being examined activates the left hemisphere of the brain, whereas music engages the right hemisphere. The simultaneous activation of both hemispheres improves the acquisition and retention of information (O'Donnell, 1999:2). This may enhance the brain's capacity for information processing (O'Donnell, 1999:2). Kutty et al. assert that employing music as a teaching strategy enhances memory retention and improves performance. Kutty et al. (2008:20). Additionally, it is important to recognize that memory is essential for vocabulary acquisition and language learning overall (Šišková, 2008:29).

2.4.2. Music Reduces Anxiety

Employing music can cultivate and sustain an environment that evokes positive emotions, so diminishing the affective filter and facilitating language acquisition. Krashen's affective filter theory (1985) asserts that emotions can influence learning. Consequently, understanding learning necessitates consideration of the affective filter. Negative emotions can obstruct students from obtaining optimal

linguistic information; thus, second language educators need to foster an environment that promotes happy emotions (Medina, 2002:2). This claim is supported by Lake, who contends that 'optimal learning occurs in an environment marked by high motivation, confidence, and low fear' (Lake, 2002:1). Research on the correlation between music and emotions in foreign language acquisition has predominantly focused on specific feelings, particularly fear. The varied emotional experiences of pupils, especially about delight in learning and its connection to grammar and vocabulary acquisition, have been markedly overlooked. Research on the correlation between music and emotions in foreign language acquisition has predominantly focused on specific feelings, particularly fear. The varied emotional experiences of students, especially about delight in learning and its connection to grammar and vocabulary development, have been considerably overlooked.

Songs serve as a purposeful diversion for learners, facilitating mental refreshment and the unlocking of creativity (Shen, 2009:89). Music provides an effective opportunity to alleviate students' anxiety, fostering collaboration, comfort, and confidence, which may lead to enhanced participation and language acquisition (Crandall, 1999:227). Horwitz et al. indicate that both teachers and students recognize anxiety as a significant barrier to acquiring a second language. Recent pedagogical methods, including Community Language Learning and Suggestopedia, specifically aim to alleviate this anxiety among learners (Horwitz et al., 1986:125). The researcher concurs that music contributes to anxiety reduction and promotes relaxation. One reason Suggestopedia incorporates music into the learning process is its potential to enhance retention and engagement.

2.4.3. Music Enhances Learning Motivation

The American Music Therapy Association (AMTA) seeks to develop music therapy in rehabilitative, special education, and community settings. The organization is committed to advancing education, training, professional standards, credentials, and research to bolster the music therapy profession. AMTA research has evidenced the advantageous effects of music and songs on learning, corroborating the assertion that 'music changes individual perception and behavior' (Šišková, 2008:12). Music may serve as an effective instrument for instructing grammar and vocabulary, particularly when utilizing familiar pop songs, which may enhance student engagement. Šišková posits that the inherent admiration students have for their preferred artists should encourage them to comprehend the lyrics of the songs, thereby facilitating the completion of related activities designed by the teacher (Šišková, 2008:24).

The relationship between music and memory is apparent, as seen by Maclean (2012), especially in persons with mental disorders like senile dementia, which diminishes long-term memory ability. Singing for the Brain is a choir designed for adults with dementia in the United States, aiding them in addressing memory-related difficulties. They have an enhanced ability to recall individuals or events from a far past upon hearing a connected song, as 'even individuals in the advanced stages of dementia can retrieve melodies that appeared to have been lost long ago' (Maclean, 2012:15). Newham contends that "songs evoke nostalgia and thereby incite contemplative intellectual reflection on the subject of reminiscence" (Newham, 1995:8). Richards asserts that songs offer an entertaining method for reiterating words pertinent to a given theme or setting (Richards, 1969:163),

suggesting that songs may function as an effective instrument for vocabulary expansion. The recurring features of songs provide substantial opportunities for vocabulary enhancement and familiarity with vernacular terms and particular grammatical structures (Milano, 1994:1).

2.5. Suggestopedia

Nowadays English, unlike in the old days, is taught and learned to achieve a specific target. To achieve the specific goal, the teachers and the learners focus on one or two aspects of English such as vocabulary, functional grammar, communication skills, soft skills, and technical writing. This process is called English for Specific Purposes (ESP). ESP is a recent design program, especially for adult learners to refine the communication skills of a target language. The ESP is a specific teaching situation using various teaching-learning strategies or methods. 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 methods are “Humanistic Approaches” which are used for teaching and learning a target and their feasibility in various situations and contexts.

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 ‘whole person’ or ‘whole being.’ The emotional and social needs are engaged and met in the process of teaching and learning a second language (Rao, 2020). Humanistic approaches give paramount importance to the learner rather than any other aspect that is involved in the acquisition process of a second language.

Humanistic approaches to language acquisition emphasize a stress-free environment for learning so that they mostly focus on the comfort of the learner and leave everything to the second position in the process of learning a target language. Since it is a learner-centric approach, the students are free to take the responsibility of learning the second language. Human values of respect, support, correction, acknowledging dignity, values, potential, and a sense of community have been incorporated into the teaching and learning process of a second language.

The origins of Suggestopedia reach to the 1970s and they are connected to the Bulgarian medical doctor, psychotherapist, language theoretician, and pedagogue professor, Professor Georgi Lozanov. In the field of psychology, Professor 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 the Latin word “*suggerro*” referring to get under and “*paedy*” related to pedagogy. Hence, Suggestopedia is an application of suggestology that utilizes positive suggestions in education. In short, learners utilize their full capabilities when they enjoy learning.

Suggestopedia is one of the five humanistic approaches to English teaching. To select an approach implemented in a classroom, an English teacher should be able to understand each of the humanistic approaches. The analysis and understanding of the approaches and methods including their backgrounds; the basic principles

and salient features; the merits and demerits; and the relevance of those methods and approaches will help the English teachers in the selection of a method or approach for their class. Five humanistic approaches in language teaching are used widely nowadays. A humanistic approach provides the learners an ample scope for improving their whole personality and the learners who participate in the learning process can ‘easily solve problems in life situations, have good reasoning capabilities and are self-developed with free will and co-operation’ (R. Vasuhi, 2011:2).

Georgi Lozanov’s *Suggestopedia* (1978) as a language teaching method aims at teaching everyday communication in a target language by optimizing the mental powers of the learners and reducing psychological barriers to learning. *Suggestopedia* is not about teaching the students neither to memorize the vocabulary nor to acquire the speech habits of the target language but it emphasizes the acts of communication (Lozanov, 1978:109). *Suggestopedia*, a science as considered by Lozanov or pseudo-science as supposed by other scholars, like other humanistic learning approaches emphasizes generating a relaxed and stress-free learning environment. It is strongly believed that music and the teacher’s actions reinforce language learning. Suggestion is nonverbal clues that are linked with the words that are spoken and these things can be gestures, postures, facial expressions, expressions of the eyes, tone, and intonation.

2.5.1. Music and Suggestopedia

Fonseca-Mora thinks that music and language ought to be interwoven within the EFL classroom. She asserts that verbal practice associated with musical knowledge seems to be more recalled. Fonseca-Mora (2000:152) asserts that integrating melody with novel phrases alleviates student anxiety, while unfamiliar sounds paired with music are preserved in long-term musical memory, enhancing mental rehearsal and retention. Schön et al. contend that "the consistent mapping of musical and linguistic structure may optimize the function of learning mechanisms" (Schön et al., 2008:976). The concept that music and language possess analogous neural connections, thereby creating a correlation between them (Kutty et al., 2008:5), may clarify the growing prominence and importance of songs as a tool for educators, fulfilling both theoretical and practical roles in English-as-a-second-language teaching. Schunk (1999:111).

According to Lewis et al. (2005:7), the extent of exposure to a foreign language is crucial for effective learning. Songs serve as a valuable resource for students, equipping EFL learners with authentic language exposure necessary for real-world communication (Shen, 2009:91). Additionally, as noted by Baumann and Coleman, they function as practical language tools that enhance opportunities for language use, thereby contributing to motivational aspects of learning (Baumann and Coleman, 2005:141). Studies involving collegiate English courses indicate that songs can enhance and stimulate foreign language instruction, as lyrics can function as authentic teaching resources in such situations (Shen, 2009:88). Adinolfi et al. contend that persons who learn a language through immersion in a setting where it is spoken generally exhibit fluency and spontaneity in its

application (Adinolfi et al., 2005:118). Hamblin contends that popular songs provide a substantial collection of genuine and captivating instances. Utilization of language (Hamblin, 1987:479). Numerous studies and initiatives have investigated the benefits of integrating music into educational environments, exemplified by the Expressive Language and Music Project (ELM), which sought to develop a cohesive language and music curriculum for preschoolers to enhance their English oral language skills (Gan and Chong, 1998:39).

Lozanov's Suggestopedia, as observed by Bancroft (1999), is a language instruction approach that advocates the incorporation of background music to facilitate the acquisition of new structures and vocabulary in a second language (L2). Stansell (2005) claims, 'two facets of language, pitch, and phonemes, are managed independently, yet in unison by a musical linguistic collaboration'. This partnership can markedly improve accent competency in the target language. This offers a chance to analyze language from a fresh viewpoint, functioning as a tool for educational exploration in both classroom and wider contexts (Nunan, 2001:193).

2.6. Teaching Speaking through Suggestopedia

Suggestopedia as a system allows bypassing the human mind mechanism to use hidden reserves of the brain to 90% of capacity if a person experiences absolute relaxation of the body (Ostrander and L. Schroeder, 1970). Concerning the theory of language, it would have seemed that Lozanov was not entirely concerned about the background of language acquisition or language elements and their organization. "Lozanov does not articulate a theory of language, yet the emphasis

on memorization of vocabulary pairs-a target language item and its native-language translation-suggests a view of language in which lexis is central and in which lexical translation rather than contextualization is stressed" (Richards & Rodgers, 2014:318-319). This revolutionary method which connects unconscious functions of the human brain, maximizing capacities for learning emphasizes a positive learning environment and building trust between a teacher and learners to overcome limitations and any possible negative connotations associated with learning. To help students overcome the obstacles to learning, "Suggestopedia, the application of the study of suggestion to pedagogy, was developed to help students eliminate the feeling that they cannot be successful due to the negative association they may have towards studying" (Larsen-Freeman & Anderson, 2011).

Hansen (2011), points out that Suggestopedia achieves parallel learning by registering sight, sound, touch, smell, and movement, simultaneously. "The infinitely greater volume of parallel process results in proportionately wider and more complex learning" (Hasan, 2011:404). Suggestopedia at that time represented a successful and highly discussed method in Bulgaria and quickly gained attention in the international scientific world. In 1980, this method was certified as a language learning technique for second-language speakers by UNESCO. Suggestopedia is not limited only to teaching languages, it serves as a versatile teaching method that is used for a wide range of subjects. The ability to accommodate all learning styles, the positive stress-free environment, and knowledgeable teachers are among the strengths of this approach.

2.6.1. Theoretical Framework

Lozanov (1978) defined suggestion as “a constant communicative factor which chiefly through para-conscious mental activity can create conditions for tapping the functional reserve capacities of personality”. He stated that suggestions are a natural part of our lives, mostly imprinted in childhood. Adult people are influenced by the suggestion unconsciously, emotionally, spontaneously, and automatically. The benefit of using suggestions in Suggestopedia resides in the harmonic organization and directing positive suggestions to an educational goal.

The fundamental theoretical components of Suggestopedia originate from the concept of unconscious mental processes, wherein stimuli are directed towards and assimilated by the unconscious mind. (Bancroft, 1999:33). Before learners are prepared to accept suggestions, they need to be in a suggestible state which is a form of relaxed alertness.

The fundamental tactics employed in suggestopedic instruction to facilitate unconscious learning are authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passivity (Bancroft, 1999:33). These six concepts are the soul of the Suggestopedia approach and should be understood well by teachers before implementing this humanistic approach in the classroom. The concepts are united as the core techniques used in the original Suggestopedia developed by Professor Georgi Lozanov. The core techniques should be implemented in the classroom holistically as an integrated part. The explanation of each concept is explained further below:

Table 2.1. The Core Techniques Used in the Original Suggestopedia

No.	Concepts	Explanation
1.	Authority	According to Lozanov's original concept, the authority and personality of a teacher are the pillars of the method. Moreover, Jezdinska (2023) stated 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 were 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.
2.	Infantilization	It can be viewed as a mutual respect or inner motivation that supports a positive inclination to learning. In other words, a learner-teacher relationship can be compared to a relationship between a child and the parent where the learner has absolute confidence in anything that is presented to him by the teacher (Jezdinska, 2023). 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, etc. (Lozanov D. G., 1978, p. 1999).
3.	Double-planeness	This idea pertains to the unconscious or semiconscious influences of both the surroundings and the teacher's persona. Environmental factors include things like furniture, architectural style, interior design, lighting conditions, color schemes, temperature, ambient noise or music, and other comparable elements that have an impact on the experience. 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).
4.	Intonation	In Suggestopedia, intonation is a crucial element of double-planeness (Jezdinka, 2023). Bancroft (1999) noticed 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 presented 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). Suggestopedia utilizes various intonation styles: a. ordinary, declarative, and optimistic; b. ambiguous, soft, and subdued (a version of the whispering approach); c. domineering, assertive, conclusive (a loud order) (Lozanov, 1978, p. 202).
5.	Rhythm	Another essential factor of double-planeness in suggestopedia is rhythm. Both rhythm and intonation refer to the importance of pronunciation. Lozanov elaborated 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.
6.	Concert Pseudo-passivity	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 D. G., 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).
7.	Yoga relaxation	Bancroft (1999) asserted that yoga relaxation is essential for enhancing focus, fostering intuitive development, stimulating the unconscious mind, and facilitating an enjoyable learning experience. According to Jezdinska (2023), the first step before commencing relaxation is to find a comfortable and stable position in a classroom. Savana (or the "corpse" position) is recommended where a person usually lies down on the floor with their arms stretched to the sides and palms facing up. Similarly, comfortable could be sitting position on the floor or a chair.

Description of the suggestopedia core technique according to Jezdinska (2023)

Those are the techniques used in the original Suggestopedia teaching method.

Further explanation of the original Suggestopedia approach is explained below:

Table 2.2. Description of the Original Suggestopedia Method

No.	Structure	Explanation
1.	Principle use	The principle use of suggestopedia has always been used to teach all subjects not only foreign languages.
2.	Intensive course	It 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.
3.	Lessons	The 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, 1999:56).
4.	In-class work	The in-class work of students was supported by written assignments completed at home such as writing letters and short essays based on the dialogues. To a certain extent, learners were tested at the beginning and the end of the course to measure their progress.
5.	3 key parts	The lessons were divided into three key parts forming the “suggestopedia cycle”: the phases that precede, occur during, and follow a session.

Description of the original suggestopedia according to Jezdinska (2023)

Those are the descriptions of the teaching methods used in the original Suggestopedia. Further explanation of the original Suggestopedia cycle is explained below:

Table 2.3. The Suggestopedia Cycle

No.	Key Parts	Explanation
1.	Pre-session Phase	<p>a. In the target language, the students were given a new identity. 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. This stage contained many different language activities such as the improvisation of a different ending to a given dialogue, the telling of a story based on the lesson, using the appropriate emotional tone and a given verb tense, the recitation of poems and proverbs, role-playing inside a class or in the real situations outside of the Institute, games, and singing (Bancroft, 1999, pp.60-61).</p> <p>b. When introducing new language material in Suggestopedia lessons, a teacher often uses more traditional methods, for example, a grammar-translation method. “The instructor employs the native tongue in class when deemed necessary. As the course progresses, the instructor increasingly minimizes the use of the original tongue”. Larsen-Freeman and Anderson (2011, p. 112).</p> <p>c. Grammar is important in the original Suggestopedia learning but it is approached indirectly, as a reference to the language materials. Lengthy explanations of grammatical rules have no place in Suggestopedia. Translation was particularly employed for foreign terms and idioms that possess entirely distinct forms or sounds compared to their Bulgarian counterparts, making their meanings challenging to infer within a specific context (Bancroft, 1999, p. 68).</p>

		<p>d. 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, 1999:67).</p> <p>e. 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, 1999:63). 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.</p> <p>f. 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.</p>
2.	The Concert Session	<p>The concert session is believed to be the most fundamental piece of the Suggestopedia method.</p> <p>1. It is divided into the active and the 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. While reading or reciting the new material, a teacher will modulate his voice in a way that is in harmony with the musical lines. (Lozanov, 1978:278).</p> <p>2. Due to heightened relaxation and attention, children were able to assimilate substantial linguistic material in the classroom without necessitating deliberate memorization at home. Such a principle is also applicable anywhere in the human world, whenever people concentrate and are free of obstruction, they can function effectively.</p> <p>3. Harmonizing breathing with mental ability supports maintaining relaxation and stimulation of the brain. Slow breathing affects heart rate hence oxygen levels in the brain are increased. Breathing was conducted in the rhythm of 2/4/2 where inhalation took two seconds, breath retention four seconds, and exhalation two seconds. Rhythmic breathing was not necessary therefore, it was dropped in the newer version of Suggestopedia (Lozanov, 1978, p. 275).</p>

	<p><i>a. The Active Part of the Session</i></p> <p>The portion of the session that is considered to be active is characterized by yoga attention and the reading that is specifically organized by the instructor. When reading the three phrases in a foreign language, it is the responsibility of the teacher to do so in a certain pattern that is based on variable intonation. Apart from correlation with three forms of suggestion in yoga, intonation changes prevent students from falling asleep during the lesson. During this part of the session, students actively focused and watched the language material and simultaneously listened 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. New words tumbling out of one's (a teacher's) mouth, unintended, and sometimes forming perfect sentences, brings with it an extraordinary feeling of self-actualization, knowing that learning has come entirely from inside, unaided, not in any way imposed by someone else (Hansen, 2011, p. 406).</p> <p><i>b. The Passive Part of the Session</i></p> <p>1. 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 level of 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, 1999:77-80).</p> <p>2. 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. The right hemisphere of the brain is activated by music, while the left hemisphere is activated by language. It is believed that reading in conjunction with music during a concert can synchronize both hemispheres of the brain (Bancroft, 1999:79). 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</p>
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		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, str. 112).
3.	The Post-session	<p>The post-session summarized and reinforced the content of the lesson through elaboration and generalization. To maximize memorization, materials are revised following a strictly planned timeframe (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.</p> <p>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 D. G., 1978:279). 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 adhered to certain fluidity rather than to a fixed structure. Altogether, it reflects the language as a complex and variable system (Hansen, 2011:409).</p>

The suggestopedia cycle according to Jezdinska (2023)

According to Lozanov (2005), a teacher should always keep in mind the fundamental idea of suggestopedia when they are conducting the teaching process. This will help them establish an environment that is devoid of tension during the process.¹⁰³, "Fatigue is not caused by the nature of the material itself, but rather by how it is presented." The teaching method chosen by the teacher to be implemented in the classroom will be one of the factors influencing the success of the teaching-learning process to achieve the goals of teaching. Furthermore, he summarizes the seven intertwined laws that elicit how Suggestopedia is different from traditional teaching methods. Those seven laws are love, freedom, knowledgeable teacher, complex teaching material, the interaction of global-partial-global, golden proportion, and classical art and aesthetics. The 7 laws of

Suggestopedia are the teaching principles that the language teacher should apply in the classroom to create a stress-free environment. Understanding the seven laws of original suggestopedia is important as a guide for the teachers as the suggestopedia who conduct the teaching process (Bakkehaug, 2017).

Table 2.4. The Seven Laws of Suggestopedia

No.	The Laws	Explanation of The Laws
1.	Love	The instructor will be able to achieve the genuine, pleasurable, and exciting relaxed focus that is necessary as a prerequisite for learning if they teach with an active love for human beings (Lozanov 2005: 17).
2.	Freedom	In suggestopedic teaching, the emphasis is placed not on learning but on participating in all of the many activities throughout the lesson. According to Lozanov, learners will begin to employ their active knowledge in a natural way when they are ready to do so, and he refers to this as the freedom of personality to choose.
3.	Knowledgeable teacher	The educator, or the suggestopedist, understands how to establish and facilitate subconscious communication with the learners' untapped mental resources. The instructor's role, according to the argument that balancing between the two worlds of fantasy and reality during the introduction session and reading during the concert sessions, requires a dominant action from the teacher (Cramer, 011:43), is a crucial component of the lesson plan. In recent sessions, the teacher has taken on a more nurturing role.
4.	Complex teaching materials	A substantial amount of structured educational resources is available for suggestopedic instruction, featuring intensive repetition. Cramer asserts that a four-week course encompasses approximately 2500 words, which is two to three times greater than that of conventional instruction. Moreover, she asserts the necessity of a consistent rhythm throughout the session to maintain the learners' energy levels. A seamless transition serves to obscure all repetitions of structures and terminology.
5.	Interaction of global partial global	Lozanov asserts that the hierarchical organization and interplay of the material, along with the part-whole (global) relationship emphasizing the holistic approach, are crucial to the harmony of the educational process. Words and grammar do not exist separate from the language; they are part of the context and every detail of the system is linked to the purpose of the whole. As a result of the broad utilization of peripheral perception, the dual-plane method, and subconsciousness, it is feasible to teach or learn both the global and the partial concurrently (Lozanov, 2005:15). Furthermore, according to Lozanov, the contact is the most important factor in acquiring a new language five to ten times more quickly than

		the conventional approaches. Suggestopedia makes the path more straightforward and pleasurable, and it also has a positive impact on one's physiological well-being.
6.	Golden proportion	Lozanov asserts that the golden proportion, 0.6, has been acknowledged as the pinnacle of harmony in nature for centuries and is also present in Suggestopedia. The initial active concert session endures for 50 minutes, whereas the receptive concert spans 30 minutes. The calculation yields $30:50=0.6$. Effective teaching involves a harmonious balance of varied classroom activities and energy levels, including small and large group configurations, extroverted and energetic versus introverted and passive dynamics, laughter and seriousness, as well as movement and stillness (Cramer 2011: 6).
7.	Classical art & aesthetics	Cramer argues that classical music, lyrics, and artistic imagery are integral to suggestopedic instruction, highlighting that art communicates various non-specific stimuli and peripheral perceptions. It serves as a source of inspiration and distracts learners from their fear of making mistakes.

The 7 laws of the suggestopedia cycle according to Else Bakkehaug (2017)

Further explanation about the above laws can be interpreted from psychological and social perspectives. The teacher should follow these laws to be able to create a stress-free classroom environment as suggested by the Suggestopedia approach.

The description of the 7 laws of Suggestopedia is as follows:

1. Love

As a humanistic approach that is invented based on the psychological idea of the 'whole person' or 'whole being', the emotional and social needs are engaged and met in the process of teaching and learning a second language. Human values of respect, support, correction, acknowledging dignity, values, potential, and a sense of community, have been incorporated into the teaching and learning process of a second language. Negative words, attitudes, and gestures from the teacher are forbidden. In contrast, positive encouragement in words, gestures, facial expressions, and attitude are suggested. The teacher should be the role model of the positive and pleasant personality that she/he

wants the students to have. The relationship between the teacher and the students are like between mother and children. Mistakes are treated as a natural outcome of the beginning learning phase.

2. Freedom

The teacher has the freedom to design his/her own materials to meet the students' needs and the designed activities should accommodate all learning styles (visual, audiolingual, and kinesthetic). Various classroom activities such as playing drama, singing a song, role-play, games, and individual or group work should be designed to make the learning materials interesting and make the students want to take part in those activities.

3. Knowledgeable Teacher

To be able to accommodate all learning styles, the teacher should have good knowledge of the teaching expertise and psychological aspects of humans, experience in teaching, and the student's world. If the students are teenagers, the teachers should be able to at least know the current issues, the new trends, and youths' preferences, to be able to adjust to the students' world. If the learners are middle-aged workers, the teacher should be able to be respectful, act formally, and tell jokes or humor to warm the situation. Having expertise in English teaching, knowing the audience and the ways to interact or communicate with them, and having a pleasant personality, are the keys to being a knowledgeable teacher. Besides, knowing how the Suggestopedia approach works in the classroom.

4. Complex Teaching Materials

As mentioned above, the classroom activities should accommodate all learning styles. This is the reason why the teacher should design complex teaching materials that will not only meet the students' needs but also fit their learning styles. The materials are given in scaffolding with continuous repetition in different activities in the later meetings to make the learners remember the previous lesson subconsciously. The teacher should be able to bring the materials into real-life situations to encourage spontaneous communication. The students are exposed to large vocabularies of 2000-2500 words per meeting as stimuli.

5. Interaction of Global-Partial-Global

The students are exposed to direct and indirect stimuli to encourage conscious and subconscious learning. Direct stimuli are all the materials and activities presented during the teaching-learning process. It involves global learning because all the students in the classroom are given similar materials and activities in their consciousness by the teacher. Indirect stimuli such as voice, tone, facial expression, body posture and movement, rhythms, accent, classroom decoration, lighting, and noise level, are the partial stimuli absorbed and processed by an individual subconsciously. The interaction that happens in the classroom will provide stimuli for the students. To be perceived as positive stimuli by the students, the students should create a stress-free environment that forbids students anxiety and nervousness.

6. Golden Proportion

Suggestopedia class offers harmony in all aspects. In the classroom setting for instance, the pairs of students should be varied to balance the levels of energy: the introverted student with the extrovert one, the weak slow learner with the fast one, the serious student with the humorous one, the active student with the passive one, and the motion student with the sitting still one. This is the golden proportion law which aims to keep the classroom energy and maintain balanced social interaction among the students. As a humanistic approach, Suggestopedia emphasizes adjusting and adapting skills as humanistic skills in real-life communication.

7. Classical Art and Aesthetics

The classroom settings such as lightning, sitting position, pictures, painting, and proverbs on the wall, and the colors, are aimed to make the learners forget the fear of making mistakes or activate their affective filter. Songs, music, games, drama, and role plays are also the stimuli to increase the appetite to learn. Classical art and aesthetics are parts of the Suggestopedia teaching method.

2.6.2. Previous Study

In 1978, delegates from UNESCO evaluated the Suggestopedia method and determined it to be generally more effective for various student demographics than the traditional method. The report, currently available online, endorses the method for application in educational settings (Bakkehaug, 2017). It is also suggested that teachers undergo training for this purpose. One year following the report's release, Lozanov and his closest associates were arrested and subjected to

internal exile for approximately ten years, attributed to Lozanov's anti-communist views. This likely explains the limited dissemination of Suggestopedia. Approximately 35 individuals globally have received training in Suggestopedia directly from the founder. Included in this group are Scandinavian individuals Anna Cramer, Lisa Hartmark, and Barbro Thorvaldsen, who are affiliated with LITA, Lozanov's International Trainer's Association, where members instruct and uphold the foundational concepts of suggestopedic ideology.

In his doctoral dissertation, *The Lozanov Method*, Ryan James in Bakkehaug (2017) asserts that the traditional method is perceived as one where students are assigned lists to memorize, numerous meaningless worksheets to complete, and a focused study of grammar rules. He argues that the limited classroom time may lead to student boredom from repetition, resulting in poor long-term retention of the lesson and subsequent frustration (James, 2000:3). He compares Lozanov's method of teaching second language (L2), which playfully engages with the learning process, to concentrated instruction. Games and drama engage students in the learning process, facilitating their acquisition of the language and its components.

In January 2010, a Norwegian language course for 14 Somali women was conducted in Alna, Oslo (Lauvtad, 2010). The instruction was conducted utilizing Lozanov's method, Suggestopedia, and was facilitated by Norwegian suggestopedists Hartmark and Thorvaldsen. After five weeks, the learners demonstrated understandable pronunciation and effectively communicated in various contexts, including medical appointments and shopping scenarios. All

learners demonstrated significant enthusiasm regarding their participation in a language course that proved effective, aligning with James' assertion. The learners indicated that the translation of the dialogues into Somali significantly facilitated their comprehension of the text. Their enthusiasm for understanding positively impacted their self-esteem. They perceived themselves as significant and expressed a desire to seek employment. The project concludes that developmentally targeted instruction yields positive outcomes.

Fear activates adults' affective filters, serving as a significant barrier to second language acquisition, including the fear of failure and the fear of embarrassment. James in Bakkehaug (2017) asserts that adults effectively elevate their defenses to safeguard their vulnerable ego. Lee Tarr discusses a similar phenomenon in her doctoral dissertation, "Understanding the Spirit of Georgi Lozanov's Work in Second Language Learning," which addresses the complexities of future pedagogy by emphasizing learning limitations (Tarr, 1995:27). Language learners frequently believe that acquiring a new language is a challenging and monotonous endeavor, necessitating gradual assimilation of grammatical structures before engaging in meaningful communication.

Suprapto & Kurniawan (2020) presented qualitative research on learning speaking and rhetorical skills. Majali, Salem & Al Sharaa (2020), and Astutik (Astutik, 2019) used classroom action research to assess the effect of using Suggestopedia on Speaking skills. Based on their research, Suggestopedia was effective in increasing students' speaking ability. Dygala (2022) and Baihaqi & Rutiningsih (2018) researched improving vocabulary using Suggestopedia with positive

findings. Dygala shared her views on the disadvantages of using this method which were environmental limitations such as lack of space or comfortable chairs, with limited number of learners in the class, and the principle of infantilization for some learners.

Scovel (1979) and Colliander (2021) also mentioned in their studies insufficient empirical scientific data that would support Lozanov's theory. There are deficiencies in how his results are obtained and presented. For example, there is no information about how the control groups in his studies have been taught (Colliander, 2021). To prove that Suggestopedia still holds an interest in the scientific world and therefore has verifiably potential for language learning, several contemporary studies are presented with their positive findings. In the area of English reading, for example, Fransiska, Irhamni & Azhari (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), Deny, Ys & Fajrina (2016), and Venkanna (2015) presented action research where they tested students' reading comprehension ability before and after a period of the Suggestopedia teaching. All these studies confirmed that Suggestopedia helped to improve learners' reading skills in English. The ultimate success of any classroom learning depends crucially on the effectiveness of the teacher and his/her abilities to handle various strategies for effective teaching and learning (Venkanna, 2015, p. 147).

Sundari et al. (2022), Jakob, Nusi & Sari (2021), Sobrai & Abdurrokhman (2018), Dwimarta, Slamet & Rukyah (2016) derived from their research that the Suggestopedia method is effective in learning writing. Dwimarta, Slamet & Rukyah (2016) also concluded that students' motivation and teaching methods together influence writing skills. Teachers can use this method to improve the difficulties students face related to learning difficulties (Sundari et al., 2022:65). Surprisingly, only Asnur in his research found that Suggestopedia was not successful. Suggestopedia did not work for every learner based on dissimilar results of the post-test (Asnur, 2015:16). Mustafa (2018) proved in his study that Suggestopedia enhanced students' ability to listen. Use of aesthetic galleries, musical sounds, and suggestions that help learners remove anxiety, emotion, and fear that might preoccupy them (Mustafa, 2018:19).

2.6.3. The Advantages and Disadvantages of Suggestopedia

Since the teaching-learning process in Suggestopedia is under the total control of the teacher, the learning process will be successful. As every method has its strengths and weaknesses, Suggestopedia also has its benefits and drawbacks. There are some advantages and disadvantages of using Suggestopedia in teaching speaking as follows:

Table. 2.5. The Advantages and Disadvantages of Suggestopedia

Advantages	Disadvantages
<p>a. The dedicated qualified teacher pays attention to every student.</p> <p>b. Peripheral perceptions implement long-term memory. Although peripheral sensations reside within the realm of unconsciousness, they are readily comprehensible and applicable, therefore rendering them controlled (Lozanov,</p>	<p>a. Suggestopedia is not suitable for large classes.</p> <p>b. It is not easy for the teacher to create the required atmosphere in the class including furniture, lighting, interior decorating, temperature, music, colors, and additional architectural style. It is also costly.</p> <p>c. The concept of infantilization learning is</p>

<p>2005: 51-52).</p> <p>c. A positive classroom environment makes learners feel relaxed.</p> <p>d. A teacher holds an essential role in this method not only in qualifications such as having good pronunciation and classroom management but also having good communication skills.</p> <p>e. Presentation session of the previously learned material gives learners confidence.</p> <p>f. 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.</p> <p>g. The students have their own choice of language activities so that the teacher selects the needs of the students.</p> <p>h. Teachers use psychological awareness to create a positive, supportive, and suggestive learning environment that is stress-free.</p> <p>i. The advantage of using music is to provide relaxation to learners and to structure, pace, and punctuate the presentation of target language material.</p> <p>j. It accommodates all learning styles through various activities.</p> <p>k. Teachers are given freedom to tailor activities for the students therefore, it enhances teachers' creativity and personal development.</p> <p>l. Developing good rapport between teachers and students as teachers should understand their students' learning styles and emotional states.</p> <p>m. Teachers are challenged to be knowledgeable and also humanistic.</p>	<p>a difficult task for the teacher because there will be students with different mindsets.</p> <p>d. There is no guarantee that all the students get involved in the learning process because some students may not like the music background.</p> <p>e. The method is not fit for the general curriculum. It cannot be used in general classrooms and schools since it requires a unique place for music, relaxation, and assessment.</p> <p>f. Yoga relaxation in original the Suggestopedia refers to ancient India that relates to a certain religion or way of worshipping which is also an unfamiliar technique.</p> <p>g. Classical music can be viewed by some learners as irritating thus in direct contract to its stimulating and relaxing function. Apart from music, the length of the dialogues, the lack of a coherent theory of language, and the idea of a teacher reading texts with exaggerated rhythm and intonation as major flaws of Suggestopedia.</p> <p>h. Insufficient empirical scientific data that would support Lozanov's theory. There are deficiencies in how his results are obtained and presented, there is no information about how the control groups in his studies have been taught (Colliander, 2021:1).</p> <p>i. Teachers tailor material for their students as a consequence it is time-consuming.</p> <p>j. It's difficult to know the original Suggestopedia teaching procedure as it's only taught at LITA.</p>
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To be applicable in the classroom there should be another technique modified from the original Suggestopedia so that it can be utilized in a large class, flexible environment, accepted universally without relating it with a certain religion, adjustable curriculum, minimizing the disruption of musical background, and

assessment. Therefore, the strategy that will be appropriate to modify Suggestopedia in teaching speaking is role play.

2.7. Role Play

Role play is a practice that prioritizes the enhancement of speaking skills. It exerts a considerable influence on spoken communication. Suryani (2015) asserted that role play is a method that might stimulate student verbalization in the classroom. Role-play enhances verbal proficiency and fosters engagement among second-language learners. It enables learners to effectively utilize the language in various facets of their lives (Jezhny & Bapir, 2021). To implement the role-play technique as a strategy for language development within the EFL curriculum, an examination of language theories and concepts related to second language acquisition is essential.

Purba (2018) identifies three essential theoretical approaches in the development of language teaching methodologies: structural, interactional, and functional. Structural theory posits that language comprises grammatical units including phrases, clauses, sentences, and affixes. The interactional theory posits that language serves as a mechanism for facilitating interpersonal relationships and conducting social transactions between people and society. Functional theory posits that language serves as a medium of communication that can be informative, emotive, persuasive, or social. Each perspective plays a unique role in the advancement of language instruction methodologies. Functional theory and Interactional theory establish the theoretical foundation for Communicative Language Instruction (CLI).

2.8. Teaching Speaking through Role Play

Role play is an instructional style that facilitates student engagement with the subject matter and necessitates active participation in portraying a certain role or character, hence serving as a vital method for practicing speaking skills. In a role-play, students will receive additional time to prepare their statements. In this classroom activity, the teacher will guide the role play by giving a situation that the students will act out. The situation is to the topic discussed in the class. The teacher will put the students in pairs. Each pair consists of two students. They will have to make a dialog based on the situation given. The dialog will be in the form of a semi-scripted form to help the students develop the flow of conversation. After that, the teacher will check the script or dialog that the students prepare before they act out the dialog in front of the class with their pairs. After that, they should practice the dialog with their pairs. In the acting-out role play, the students are not allowed to see their script. They have to perform the dialog spontaneously as in real-life conversation.

According to Jakob (2018), to make the role-play teaching technique run smoothly in the classroom, there are several steps to implementation of this teaching technique. The steps are described as follows:

1. Explain to students about the technical implementation of the role play.
2. Divide students into groups.
3. Tell a story or situation to students.
4. Provide vocabulary that reflects the story or situation.
5. Give students time to prepare the dialogue from the role play that will be presented.

6. Give time to students to present their role-play in front of the class.
7. Allow each student an opportunity to provide feedback among the groups.

Role play offers an advantage of peer feedback among students.

These are the seven steps of implementing role play to teach English speaking in the classroom stated by Jakob (2018).

2.8.1. Types of Role Plays

Role play is a vivid way of learning how to handle different situations (Kroehnert, 2007). Role plays also effectively incorporate the principles of Adult Learning Theory. The learners can clearly show the relevance of the lessons enabling them to apply the skills they are learning. Furthermore, adults learn more effectively through participative techniques such as role plays. Role play is a good and many-sided method of Instruction (Naukkrihub, 2007). There are various types of role plays, such as:

1. Multiple Role Play

In this type of role play, all students are in groups, with each group acting out the role play simultaneously. After the role-play, each group analyses the interactions and identifies the learning points. One form of multiple role plays is drama.

2. Single Role Play

One group of students plays the role of the rest, providing demonstrations of the situation. Other participants observe the role-play, analyze their interactions with one another, and learn from the play. One-on-one role play is included in single role play where a pair of students act out their dialogue and the rest of the class listens and learns from the dialogue.

3. Role Rotation

It starts as a single role-play. After the interaction of students, the teacher will stop the role play and discuss what happened so far. Then the students are asked to exchange characters. This method allows a variety of ways to approach the roles.

4. Spontaneous Role Play

In this kind of role play, one of the trainees plays herself while the other trainees play people with whom the first participant interacted before. Teaching speaking using role-play may be divided into three categories as follows:

a. Fully Scripted

All dialogue is documented in a complete script for the role-play. Every student must be familiar with or capable of memorizing their respective role (Harper & Morris, 2005). This form of role-play elucidates the example discussion presented in the textbook. The primary objective of the dialogue is to render each linguistic element significant and memorable. Students with limited proficiency who are unaware of the dynamics in the semi-scripted roleplay may benefit from this type of role-play (Byrne, 1986).

b. Missing Words

The second role-play has omitted words, and students must be able to appropriately complete the gaps with contextually relevant terms (Livingstone, 1983). Students can alter the primary discourse and initiate their dialogue. This role play may be semi-structured as the instructor or designated textbooks provide students with linguistic input. Students must select resources grounded in a framework that provides a real-world context. This form of role-play

applies to students at the upper beginner to intermediate levels of English proficiency. They should already be familiar with the fundamental stages and progress to more intricate duties, as semi-scripted role-play is less regimented and controlled than fully scripted role-play.

c. Dialogue Keywords

In the third category of role-play, students receive dialogue keywords (Dickson, 1989), along with keywords and information, or contexts and objectives for less controlled and structured tasks. Students create a mini-conversation based on the previously mentioned dialogue keywords, utilizing materials or contexts to fill in gaps (Pi-Chong, 1990). They propose that unscripted role play provides an exceptional opportunity to use technical knowledge in particular settings. Non-scripted role play can be advantageous for intermediate to advanced students since it facilitates unstructured engagement that often necessitates distinctive skills, including problem-solving.

Those are the types of role-plays that can be applied in the classroom by language teachers according to some theories. In this research, the author implemented the single role-play or one-on-one role-play where a pair of students performed a spontaneous or non-scripted dialog. All of the students in the class were assessed to perform a non-scripted dialog with their pairs.

2.8.2. The Advantages and Disadvantages of Role Play

According to Jakob (2018), there are several advantages of role play, such as:

1. Role play is a fun activity to do.
2. Role play can trigger students to participate actively.

3. Role play is an attractive learning.
4. Role play simply teaches many things.
5. Conducting role-play teaching techniques needs uncomplicated preparation.

Those are the advantages of the role-play technique according to Jacob (2018).

From the benefits given by implementing role play, we can conclude that role-play helps to create a stress-free learning environment that aligns with the concept of Suggestopedia. Thus, implementing a single role-play to modify Suggestopedia will support the principles of Suggestopedia in teaching speaking. Here are some other advantages of role-play according to some other theories:

Table 2.6. The Benefits of Role Play

The Benefits of Role Play
<p>a. Role play is an instructional tool that allows pupils to interact with the subject matter in a manner unattainable through conventional means (Piscitelli, 2020).</p> <p>b. Role play is regarded as a preferred exercise in speaking classes. In role-play, kids require additional time to prepare their statements. The job provides students with opportunities to engage with the script and its challenges. The responsiveness to complexity is the method for determining the score. This strategy renders the test-takers more straightforward, intensive, and responsive (Wulandari et al., 2019).</p> <p>c. The implementation of the role-play technique improves students' speaking ability and self-confidence. (Arham et al., 2016).</p> <p>d. The use of role-play teaching techniques in the speaking class gives a great improvement in students' speaking skills, according to Purnamawati et. al., (2015).</p> <p>e. According to Osuafor (2017), utilizing role-play in teaching speaking will give many advantages as follows:</p> <ol style="list-style-type: none"> 1. Role play emphasizes on students centered. 2. Role play can increase students' interest in learning. 3. Role play provides many opportunities to practice the language and their social skill including public speaking skills. 4. Role play can help students to grow a real-world communication concept and get more deepen knowledge. 5. Role play can grow a good habit for students in their social life. They learn how to behave in a specific situation.

Although role play has many advantages to apply in the teaching-learning process and is also considered a pleasant favorite activity by the students based on

research, some things need to be considered by the teacher when using this technique. There are some disadvantages of role play if the teacher does not carefully design this activity in the class. According to Bawa (2020), there are drawbacks of role-play which are as follows:

Table 2.7. The Drawbacks of Role Play

The Drawbacks of Role Play (Bawa, 2020)
<ol style="list-style-type: none"> 1. The temporal limitation. This will facilitate the assessment of the issue's complexity while linking the subject with the problem will simplify the creation of appropriate roles or characters. The subsequent phase will be conducted in a sufficiently spacious environment to facilitate easy communication among participants and the instructor. Time management must be addressed before the lesson. The instructor must accurately estimate the duration of the role-play segment. 2. Role play involves adopting the identity of another individual, hence it is frequently termed pretend play. It is a helpful and versatile tool that facilitates the understanding of theory through experiential learning. The decision to take a job may be intentional or an unconscious response to society's expectations. Reserved students will require more motivation. 3. It is essential to acknowledge that role play possesses specific rules and principles that must be adhered to for pupils to derive benefits from it. The instructor must focus on the initiation, and specific expectations, understand the objectives, and seek achievable and tangible outcomes while contemplating the effectiveness of the role play. Role play instructs students on effective strategies in particular scenarios and others that may be detrimental (Bhasin, 2020), as illustrated in his article "<i>Role play: Definition, Objectives, and Importance.</i>"

As the Suggestopedia method has three phases which are introduction, concert session (active and receptive), and elaboration, the modified single role play was put in the third stage which was the post-activities or elaboration stage as the assessment for the students. The main objective of the role play is to give the students a chance to practice their English speaking which focuses mainly on the aspects of speaking which are vocabulary, fluency, pronunciation, grammar, comprehension, interactive communication, appropriateness, and complexity.

Paralinguistic elements will also be considered during the role-play assessment. During this session, the teacher adopts a passive role, allowing learners to engage in enjoyable role-play with their partners. The teacher consistently remains present, actively listening, providing guidance when necessary, and correcting errors in a motivating and pleasant manner. Some researchers identify four cycles in Suggestopedia: introduction, concert session (active and receptive), elaboration, and production. Production is just a summing up of the lesson by doing some light activities such as games, singing a song, engaging in conversation, or asking simple questions to strengthen students' memory about the lesson.

2.9. Paralinguistics

Paralinguistic could be defined as the non-lexical components of a speech or spoken word. They add various levels of attributes to what people say. Paralinguistics also incorporates the analysis of vocal and non-vocal signals beyond verbal communication. The etymological meaning indicates that it is derived from both Greek and Latin. *Para* means “beside” and *linguistics* means “language”. But the boundaries of paralanguage are unavoidably imprecise. Even in earlier research, it has been found that humans speak with their vocal organs, but they converse using their entire body. The term “paralinguistic” is used to define non-vocal features of communication, such as the use of kinesics, as well. This is known as “body language” or “kinesics” which includes gestures, facial expressions, and eye contact (Thornbury, 2006).

“Paralinguistic phenomena occur alongside spoken language, interact with it, and produce together with it a total system of communication. The study of

paralinguistic behavior is part of the study of conversation: the conversational use of spoken language cannot be properly understood unless paralinguistic elements are taken into account". Paralinguistic is the study of non-linguistic means of vocal communication. This consists of the different use of voice quality, such as speaking in a 'breathy' voice or a 'gravelly' voice, as well as the use of loudness, intonation, and tempo to convey particular emotional values. Paralinguistic elements are powerful conveyors of meaning. Smiling is almost regarded as a worldwide signal of pleasure or welcome. However, some other facial expressions might not be so common. Raising eyebrows to suggest surprise or interest can be a part of one culture's normal behavior, yet it might be an extreme response induction for some others. Other facial expressions such as biting your lip which symbolizes some thought or uncertainty, compressing the lips which display decision or obstinacy, and a visible clenching of the teeth which shows anger and so on are all potential message conveyors in communication.

2.9.1. Paralinguistic Features

Paralinguistics is the things beyond linguistics itself but accompanying linguistics in the use. Paralinguistic Features are crucial as they could probably change the message completely. The components include body language, gestures, facial expressions, eye contact, tone, pitch, and voice modulation. Paralinguistics is how something is said, not on what is said". Effective communication plays an active role in making a person understand the emotion behind a message. Various subtle nuances are lost in electronic media. Dr. Anna Lazaraton's research results suggest that gestures and other nonverbal behavior are forms of input to classroom

second language learners that must be considered a salient factor in classroom-based second language acquisition research (Lazaraton, 2004).

2.9.2. Types of Paralinguistic Features

The paralinguistic feature is of two types. The first type is vocal paralinguistic features and the second type is body paralinguistic features. The components that come under vocal paralinguistic features are pitch, volume, accent, tone, fillers, rhythm, articulation, and modulation. Paralinguistic features that come under the second category are non-vocal features such as facial expressions, body language, and gestures. The practitioners should incorporate these features in their speaking to become professionals. Paralinguistic features are important in our speaking and they may change the meaning of the content, tone, and pitch which is the support to conveying meaning in the form of language. It has a great impact on the language as well as body language. When we replace verbal communication with paralinguistic features, we use paralinguistic behaviors because they are easily recognized by others such as a signal. There are times when paralanguage is even better. Sometimes some things are best left unspoken and only shown with paralinguistics (Najarzadegan & Dabaghi, 2017). Complements are non-verbal communication that completes or modifies a verbal behavior, like when a teacher's right posture in the class enhances the quality of teaching. If the language instructor just smiles at a student without saying anything, the understanding of that paralinguistic feature would be vaguer than using it to match with spoken English.

There is a strong call for focusing on a micro-analytic perspective on the speech and gestures used by a teacher of English as a Second Language in an intensive English program classroom. Videotaped excerpts from the student's English grammar course were transcribed to represent the speech, gesture, and other nonverbal behavior that accompanied unplanned explanations of vocabulary that arose during three focus-on-form lessons. The gesture classification system of McNeill (1992), which defines different types of hand movements (iconic, metaphoric, deictic, beats), is used to understand the role the gestures played in praiseworthy explanations. When an instructor smiles or gives a thumb up to illustrate that the student is giving the right answer, that is the moment when paralinguistic features manage classroom communication. Since the sample of the research is the students at the University of Lampung with various English proficiency, this research will use paralinguistic body features that come under the second category which are facial expressions, gestures, and eye contact in the assessment part role-play combined with the rubric speaking by Brown (2004).

2.10. Perception

Student engagement is very important in measuring student perception. Perception is a process of one's actions on information owned through observation by the five senses. Perception is also information obtained from activities, the environment, and the process of understanding something and can help others who need the information they want to know. Mismara (2019), in his research, suggests that perception is the recognition of understanding through individual senses information about how one reacts to that information, and one uses that information with the aim that one can communicate with the environment around

them. Perception theory, according to Demuth (2013), is a process to obtain information that consists of two primary groups, namely the theory of direct perception (bottom-up) and the theory of indirect perception (top-down). Direct perception (bottom-up) is tangible information or facts by which sensory qualities determine or influence our final perception. Sensory input is people's views about something or experiences that happen to us and determines further processing. Meanwhile, indirect perception (top-down) is an opinion under the knowledge we have without having expertise.

According to Qiong (2017), the perception process consists of three stages: selection, organization, and interpretation which are described as follows:

1. The first stage is selection. In the first stage of the perceptual process, we are transforming environmental stimuli into meaningful experiences.
2. The second stage is organization. At this stage, we need to arrange them in several ways according to specific patterns of meaning. In this stage of perception, we will know the shape, color, texture, size, etc., of the event or social and physical object we encounter.
3. Finally, the third stage in perception is interpretation. At this stage, it refers to the process of determining the meaning of the selected stimuli. After the stimuli chosen are categorized into structured patterns, we can try to understand these patterns by providing sense.

Those are the explanation of the three stages of the perception process according to Qiong (2017).

To determine and measure students' perceptions of modified role play-based Suggestopedia learning, the researchers will use three aspects of student engagement developed and defined according to Trowler (2010). These three aspects include: behavioral, emotional, and cognitive which are described as follows:

- 1. The three aspects are first behavioral.** It relates to student action. Pietarinen et al. (2014) say that behavioral engagement requires collaboration and active involvement of students in social groups, classroom interactions, and the process of teaching and learning activities both at school and at home and school-related extracurricular activities.
- 2. Second, emotions** relate to student reactions to learning. Kristine (2017) says that emotional involvement includes enthusiasm, satisfaction, and interest.
- 3. Last is cognitive.** Cognitive is related to the psychology of students in learning. Pietarinen et al. (2014) say that cognitive engagement refers to students' ability in learning activities, including self-regulation. This aspect is to measure students' engagement in learning English.

Those are the three aspects of perception that will be used in this research to answer the second research question of this study.

The measurement will be a questionnaire distributed to all participants. The questionnaire will consist of fifteen close-ended statements adapted from Trowler (2010) regarding the assessment aspect when assessing the analysis results of this study. The indicators displayed in the questionnaire will include three significant aspects behavioral, emotional, and cognitive aspects. First of all, behavioral

aspects cover its sub-aspects of learning effectiveness and efficiency, learning participation, multi-tasking participation, learning collaboration, discussion involvement, and curiosity. The next one is an emotional aspect which includes enthusiasm, comfort, and satisfaction. Finally, the cognitive aspect involves the favorability and skills of the students which will be observed in this research on modified role play-based Suggestopedia learning.

2.11. Modified Role Play-Based Suggestopedia

A constant communicative factor chiefly through para-conscious mental activity can create conditions for tapping the functional reserve capacities of personality (Lozanov, 1978, p. 208). Professor. Lozanov stated that suggestions are a natural part of our lives, mostly imprinted in childhood. Adult people are influenced by the suggestion unconsciously, emotionally, spontaneously, and automatically. Role play is an instructional tool that allows pupils to interact with the subject matter in a manner unattainable through conventional means (Piscitelli, 2020). According to Umam (2011), role play can be defined as a stimulation or an action in imitating a character, mostly student play act being someone else in the real world. This definition aligns with the concept of Suggestopedia of giving a new fictitious identity to foreign language learners. Role play is an instructional method wherein students are assigned distinct roles and are required to communicate and act according to those roles. The primary assertion of the method is to facilitate learning that operates not solely on the conscious level of the human mind but also engages the subconscious reserves of the mind (Cramer, 2011: 56).

From the advantages and disadvantages stated above we can mention that the drawbacks of utilizing the Suggestopedia approach relate to inapplicable universal techniques offered such as classical music, yoga relaxation, a spacious room, a unique curriculum, and musical background while the teacher is reading a text, a small class, architectural style, infantilization, length of dialog, the unclear procedure of elaboration phase and time consuming lesson plan preparation, the strategy that will be appropriate to modify Suggestopedia in teaching speaking is role play since role play accommodates all learning styles which is the function of various activities in Suggestopedia and keeps the students engaged with the topic and offers a stress-free activity because each student has a peer to communicate with, share with, correct each other and develop the knowledge. Also, when students perform the role-play in pairs it will save more time but still provide the students with conversation practice which imitates real-life communication.

2.12. Teaching Speaking through Modified Role Play

There are some differences in implementing teaching speaking through the original Suggestopedia and modified role play-based Suggestopedia. The original Suggestopedia procedures have various activities such as singing, reading poetry, playing drama, and engaging in conversation, which makes it difficult for teachers to tailor a lesson plan. The original suggestopedia believes that various activities should be done in the classroom as the source of stimuli for the students to accommodate all learning styles. In the modified Suggestopedia as role play is believed to be able to accommodate all learning styles: the visual, audio-lingual, and kinesthetic learners, role play will be the main activity to review previous material in the pre-phase activity and act as assessment in the post activity. The

further distinction between the original Suggestopedia and the modified role-play-based Suggestopedia is illustrated as follows:

Table 2.8. The Original and Modified Suggestopedia

Original Suggestopedia	Modified Role Play-Based Suggestopedia
<p>Pre-session Phase The teacher reviews previously learned material and introduces new materials. Activities: improvisation to a different ending to a given dialogue, storytelling, poems, proverbs, role play inside and outside the class.</p>	<p>Pre-session Phase The teacher reviews previously learned material and introduces new materials. Activities: greeting the students and engaging in conversation or one-on-one role-play of the previous materials inside the classroom.</p>
<p>Concert Session (a deep relaxation and concert music) Active: Yoga concentration The teacher reads some sentences with three different intonations that are normal, whisper, and loud tone. The loud tone is intended to make the students not fall asleep <u>during the relaxation</u>.</p>	<p>Concert Session (relaxation and concert music) Active: <i>Relaxed-drilling concentration</i> The teacher presents the topic in the form of words and phrases (vocabulary to learn) and gives examples to use the learned vocabulary in the context of model dialogs.</p>
<p>Passive: The teacher reads the new text with a modulated voice with the Baroque music as background.</p>	<p>Passive: The teacher and the inter-rater read a dialog with a modulated voice and Baroque classical music is played in the background. The students close their eyes, relax their bodies, and listen.</p>
<p>Elaboration Activities: listening to music, engaging in a conversation, role play, dancing, games, reciting poems, sayings, proverbs, and tongue twisters.</p>	<p>Post-session (assessment) Activities: students make a dialogue about the learned topics in pairs and act it out (one-on-one role play) in the form of spontaneous non-scripted role play as the assessment.</p>
<p>Production Summing up activities</p>	<p>Elaboration Summing up activities: giving feedback to the students' dialogs, correcting the tenses & pronunciation, teacher's feedback on a piece of paper, etc.</p>

Those are the teaching procedures of the original and modified Suggestopedia.

2.13. The Procedure of Teaching Speaking through Suggestopedia

Over the years several variations and applications of Suggestopedia occurred as different practitioners and researchers have adapted and modified the original method to suit their teaching context. Expressing the main principles and structure

of the original method is therefore important to understand the main principles drawn by Professor Lozanov. The principal use of original Suggestopedia has not always been for teaching foreign languages, but also to teach other subjects. In this part, the original Suggestopedia method elaborated by Professor Lozanov is described as follows:

Table 2.9. The Procedure of The Original Suggestopedia

Suggestopedia Cycle	Activities
<p>Pre-session Phase</p> <p>The teacher reviews previously learned material and introduces new materials. Activities: improvisation to a different ending to a given dialogue, storytelling, poems, proverbs, role play inside and outside the class.</p>	<p>Pre-session Phase</p> <p>1. The learners are motivated to adopt new identities that they freely draw from the culture and heritage of the target language. The identity can be politicians, celebrities, actors, singers, and other well-known public figures.</p> <p>2. The learners are instructed to introduce themselves with their new identities. All participants are encompassed in the process of introduction. They find motivation in the realms of singing, acting, playing, joking, speaking, and various other expressions associated with their newly embraced identities.</p>
<p>Concert Session (a deep relaxation and concert music)</p> <p>Active: Yoga concentration</p> <p>The teacher reads some sentences with three different intonations that are normal, whisper, and loud tone. The loud tone is intended to make the students not fall asleep during the relaxation.</p> <p>Passive: The teacher reads the new text with a modulated voice with the Baroque music as background.</p>	<p>This is a concert session (Active)</p> <p>Learners exhibit a lack of active engagement and do not exert cognitive effort to retain or comprehend information. The classical music is performed, complementing the dynamic session characterized by a rhythmical and deliberate reading led by the instructor. The examination centers on the phonemes. At times, participants are invited to engage in the process.</p> <p>In the receptive session (Passive), Baroque classical music is performed. The students attentively engage with the instructor as they read at a measured and expressive pace. The emphasis of the reading lies in the realms of pronunciation and prosody.</p>
<p>Elaboration</p> <p>Activities: listening to music, engaging in a conversation, role play, dancing,</p>	<p>Post-session (elaboration)</p> <p>Activities:</p> <p>During the elaboration session, the</p>

games, reciting poems, sayings, proverbs, and tongue twisters.	instructor assigns a task. Subsequently, the educator retreats, allowing the students to engage with a diverse array of stimulating tasks. The tasks are categorized into two distinct groups: one encompasses activities related to receptive knowledge, such as the comprehension and recognition of words and structures, while the other pertains to the application of activated or automatized knowledge, exemplified by spontaneous speaking activities like role plays (Cramer 2011:27). The instructor permits the students to engage in unrestrained practice of their English language skills. Nevertheless, the instructor remains consistently available, attentively listening and providing guidance, when necessary, akin to a maternal figure instructing her offspring in the art of cycling, as articulated in one of Lozanov's notable phrases.
Production Summing up activities	Production Summing up activities: The final session is drawing to a conclusion. The objective is to encapsulate the knowledge acquired, perhaps through the analysis of an unfamiliar text. The learners are tasked with the endeavour of reading and comprehending the material presented to them. There exists no inquiry. One engages in reading primarily to appreciate and deepen one's comprehension.

The original version of Suggestopedia is not accessible as it is only taught in Lazanov's International Trainer's Association where the members preserve and teach the original version there. To give further explanation of how the original version of the Suggestopedia teaching procedure, here is some information collected from various sources described by Bancroft (1999).

Table 2.10. The Procedure of The Original Suggestopedia Cycle

Suggestopedia Cycle	
1) Pre-session Phase	a. 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. This stage contained many different language activities such as the improvisation of a different ending to a given dialogue, the telling of a story based on the lesson, using the appropriate emotional tone and a given verb tense the recitation of poems and proverbs, role-playing inside a class or in the real situations outside of the Institute, games, and singing (Bancroft, 1999:60-61).

b. When introducing new language material in Suggestopedia lessons, a teacher often uses more traditional methods, for example, a grammar-translation method. The instructor employs the native tongue in class when deemed necessary. As the course advances, the instructor increasingly minimizes the use of the original tongue. (Larsen-Freeman & Anderson, 2011:112).

c. Grammar is important in the original Suggestopedia learning but it is approached indirectly, as a reference to the language materials. Lengthy explanations of grammatical rules have no place in Suggestopedia. Translation was particularly employed for foreign terms and idioms that possess entirely distinct forms or sounds compared to their Bulgarian counterparts, making their meanings challenging to infer within a specific context (Bancroft, 1999:68).

d. 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, 1999:63-64). Vocabulary items are sometimes arranged in “frequency lists” for learning and psychological purposes (Bancroft, 1999:67).

e. 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, 1999:63). 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.

f. 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.

2) The Concert Session

The concert session is believed to be the most fundamental piece of the Suggestopedia method.

1. It is divided into the active and the 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, 1978:278).
2. Due to heightened relaxation and attention, children might assimilate substantial linguistic material in the classroom without necessitating deliberate memorization at home. Such a principle is also applicable anywhere in the human world, whenever people concentrate and are free of obstruction, they can function effectively.
3. Harmonizing breathing with mental ability supports maintaining relaxation and stimulation of the brain. Slow breathing affects heart rate hence oxygen levels in the

brain are increased. Breathing was conducted in the rhythm of 2/4/2 where inhalation took two seconds, breath retention four seconds, and exhalation two seconds. Rhythmic breathing was not necessary therefore it was dropped in the newer version of Suggestopedia (Lozanov, 1978:275).

4. An additional modification from the initial iteration of Suggestopedia is the concert session. The researcher's lectures adhere to the framework of the second iteration of Suggestopedia, incorporating both active and passive concerts and the utilization of music in each segment.

a. The Active Part of the Session

The dynamic portion of the session is characterized by concentrated yoga practice and the instructor's thoughtfully selected reading material. The educator's duty is to express the three phrases in the foreign language employing a specific intonation pattern.

b. 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 level of 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, 1999:77-80).

3) The Post-session

The post-session summarized and reinforced the content of the lesson through elaboration and generalization. To maximize memorization, materials are revised following a strictly planned timeframe (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.

2.14. The Procedure of Teaching Speaking Modified Suggestopedia

In the modified role play-based Suggestopedia the activities in the classroom will utilize one-on-one role play as the fundamental instrument of teaching. One-on-one role play is putting a student with a pair to act out a dialog. When they both perform the act, they are expected to do it spontaneously with learned aspects of speaking and paralinguistic features. The procedure of teaching speaking through modified Suggestopedia is as follows:

Table 2.11. The Procedure of The Modified Suggestopedia

Modified Suggestopedia Activities (1st meeting)
<p>1. Pre-session Phase</p> <p>The teacher introduces herself and gives brief information about her research and the method she uses in the classroom to avoid misunderstanding during the learning. Then, the teacher starts the Suggestopedia setting and introduces herself in her fictitious new identity as a tour guide who works in 'Wonderful Indonesia Travel Agent' and her job is to assist the foreign visitors acted by the students during their travels all around Lampung, Indonesia. The students are asked to make fictitious identities as visitors from different countries as well before starting the fictitious journey together.</p> <p>Activities: engaging in a conversation, creating and sharing fictitious new identities to be used in the classroom during the program.</p>
<p>Pre-activity</p> <ul style="list-style-type: none"> • The first 50 minutes of the lesson focus on creating a fictitious new identity and tasks related to the students' fictitious identities which aims to build an emotional foundation and reduce anxiety also as stimuli to speak English. • The teacher acts as a tour guide and introduces the activities for the tourists in the whole 4 days of the journey. The first day is an introduction among the tourists, asking and giving information about personal identity and family. The second day is eating out where they visit a restaurant to try Indonesian cuisine. The third day was spent at a five-star hotel in Lampung, and the fourth day visiting places, asking for and giving directions. • The second day starts with the first material "personal identity" where the students are given time to create a fictitious new identity consisting of detailed items of personal identity such as full name, nickname, nationality, occupation, born, age, address, phone no., hobby, marital status, place of origin, family background, etc. • The teacher gives examples first by her fictitious new identity as a tour guide and other information mentioned above. • The teacher asks the students to do the same thing, introducing their fictitious identity consisting of at least full name, nickname, occupation, nationality, family background, etc. They are given 15 minutes to prepare themselves and whenever they are ready, they are welcome to introduce themselves to the class. • The students are allowed to act out as family, friends, colleagues, and students who are traveling together and visiting another country. The setting is visiting Indonesia. • The students are given a task to act out as reporters. They have to interview their classmates and make a note. After that, they have to report to the class about the people they have interviewed. This is a game, and the top-3 students who interviewed the most get new pens from the teacher.
<p>While-Activity</p> <p>2. The Concert-session Phase</p> <p>(relaxation and concert music)</p> <p>Active: <i>Introduction to vocabularies used on the topic.</i></p> <p>The teacher presents the topic and material in the form of words, vocabulary, and expressions to learn. The teacher reads more than 250 vocabularies related to the topic</p>

with a modulated voice and controlled tone with classical music in the background. Then, the teacher asks the students to listen again one more time and repeat after her. After that, the teacher gives the materials through the What's Up group and discusses with the students the meaning of those words. Here, the teacher focuses on the students' pronunciation and understanding of the vocabulary's meanings.

Passive: Relaxed-focused concentration

The teacher reads a model dialog with the second inter-rater with a modulated voice to express the emotion of the sentences with the Baroque classical music as background. The students closed their eyes, relaxed their bodies, and listened. The teacher and the second inter-rater read the model dialog twice. Their voice harmoniously interacts with the classical music in the background.

Activities

In the original Suggestopedia, there are active and passive parts accompanied by deep relaxation and concert music. The researcher implements both parts of the active and passive concerts. The teacher plays a baroque instrument in the background and starts to read the dialog related to the topic of the day. For example, in the first treatment, the topic is about personal identity (PI) and talking about family. The teacher makes sure the students feel comfortable and secure since the Suggestopedia approach believes that the best learning happens subconsciously when the students are stress-free. Then, the teacher asks the students to practice the model dialogs by following her ways with various intonations expressing the emotion of the words and expressions. Later on, the students are asked to make their own dialogs. They are given 15 minutes to make their dialog and practice with their pairs. This is completely speaking skill and the students cannot write anything to draft the ideas. The teacher asks them to practice before acting out the dialogue by performing in front of the class. The students will do one-on-one role-play about the topic in the form of acting the dialogue paperless to enhance students' self-confidence and public speaking.

Post Activity (Assessment)

3. Post -session Phase (elaboration)

Activities: students are given 15 minutes to make a dialogue and practice with their pairs. They are not allowed to use papers to draft their idea. They have to practice paperless using their paralinguistic features (gestures, facial expressions, and body movements) to support their dialog. After that, they have to act it out in front of the class. This is a non-scripted role play during the assessment.

Activities

The modified Suggestopedia is implemented in this post-activity. This part aims to assess the students and score them. The teacher and the second inter-rater listen carefully and make notes of all the mistakes made by the students mostly their pronunciation and grammar. They also make notes on each of the students to know their improvement day by day.

4. Production

Summing up activities: The teacher corrects them all altogether after all students have performed to avoid demotivation without interrupting their dialog during the role play. Finally, the teacher asks the students to write their comments and suggestions for the lesson and the teacher's areas of improvement for the teacher.

2.15. The Advantages and Disadvantages of Modified Suggestopedia

There are advantages and drawbacks of this modified Suggestopedia through role play. The advantages from both students and teachers' perspective are:

1. The teacher and students will develop a solid emotional relationship.
2. The teacher will get genuine respect from the students as they feel respected, loved, and free to be the way they are.
3. The stress-free environment and positive relationships among the class members where negative words and attitudes are forbidden will create a comfortable atmosphere for learning English.
4. The adult, in this case, university students will hopefully lower their barriers since making mistakes is seen as a natural learning process and there will be no personal judgment to each mistake made during the teaching-learning process.
5. Infantilizing, as a core element of Suggestopedia requires the teacher to have more role of the “supporting mother.” It is beyond imagination but this is what Suggestopedia expects from a teacher so that the teacher will be able to suggest to the students and they will follow the suggestion happily. If a teacher reaches this level of expectation, the students will surely be easier to handle and they will be willing to obey the teacher's instructions all the way. Professor Lozanov as a psychiatrist and a linguist creates the Suggestopedia approach with the humanistic psychological approach to acquiring a foreign language.
6. Teachers dig creativity and innovation in creating the activity in the classroom to accommodate all learning styles.

7. A stress-free environment creates a happy learning. Suggestopedia as a system allows bypassing the human mind mechanism to use hidden reserves of the brain at 90% of capacity if a person experiences absolute relaxation of the body (Ostrander & Schroeder, 1970).
8. Professor Lozanov asserts that “Memorization in learning by the suggestopedic method accelerates twenty-five times more than in learning by conventional methods” (Setiyadi, 2020:91). Combining words and music is like listening to songs, easier to remember.

Those are the advantages of modified role play-based Suggestopedia.

There are several drawbacks in this modified role play-based Suggestopedia that teachers need to understand, such as:

1. The classroom activity utilizing this method needs to be prepared well before the teacher enters the classroom to ensure the lesson plan will work. Teachers should be knowledgeable and humanistic. Suggestopedia even requires a teacher who has good pronunciation and communication skills to make the concert session successful.
2. Since this method relies on the teacher's personality and experience in teaching, this method is adjustable for experienced teachers with strong personalities. New teachers need more time to adjust to this teaching technique.
3. Teachers should at least have an understanding or interest in human brains' functions and psychology to be able to apply this method in the classroom. The reading with intonation and rhythm aims to make sentences delivered with the correct message of emotion. Therefore, teachers should be “an

artist.” Furthermore, the teacher should be able to apply engaging conversation before presenting the material to make the students feel mentally involved and the student’s presence is counted in the classroom.

4. All the acting out and role-play probably will not be easy for students with low confidence. Teachers should give more encouragement and positive support to them. It will require teachers’ patience to make them act out a dialogue in front of the class play-based.
5. Teachers should know their limits. They can be close with students emotionally but Suggestopedia also requires teachers to stay away from private and personal matters of the students. Love and professionalism should be aligned.
6. In treating the students with love and respect, teachers should be wise and considerate. When dealing with young adults, teachers should note that being kind and being respected are equally important. Students can be disrespectful sometimes when they are given too much freedom in the classroom. They may chat or talk during the teachers’ presentation. Therefore, certain rules of *dos* and *don'ts* should be explained first in the first meeting to discipline the students to make the teaching-learning process run smoothly as expected.

2.16. Theoretical Assumption

After the author has reviewed all the theories above, she draws some theoretical assumptions. First, Suggestopedia is a good technique to apply in class, although it has several drawbacks. Second, role play is expected to cover the disadvantages of the original Suggestopedia and form a modified role-play-based Suggestopedia.

The last, one-on-one role play could be an interesting instrument of teaching speaking to make the students engaged in the classroom activities, release their anxiety, and practice communication to face real-world situations. Hopefully, the modification of role play-based Suggestopedia could be aligned with the aim of Suggestopedia which is bypassing the human mind mechanism to use hidden reserves of the brain to 90% of capacity if a person experiences absolute relaxation of the body. Modifying role-play-based Suggestopedia is expected to enhance university students' speaking skills significantly compared to the original one. Finally, this modified role play-based Suggestopedia is hopefully applicable and easier to implement by English teachers in their classes.

2.17. Hypothesis

To answer the research questions, the hypotheses which are proposed in this research are:

1. There is a significant difference in the students' speaking achievement after the students are taught through the modified role play-based Suggestopedia.
2. The students have a positive perception toward the implementation of the modified role play-based Suggestopedia.
3. There is a positive correlation between the student perception and their speaking achievement in the modified role play-based Suggestopedia.

The researcher proposes the hypotheses above with the theories and the previous studies.

Some hypotheses from a variety of books and reputable journal articles have been elaborated upon in this chapter. Briefly, the framework that has been discussed in this chapter is the prior theoretical information that is elaborated to bring to next following chapter.

III METHODS

This chapter encompasses research design, variables, data resources, research procedures, data collection techniques, instruments, validity, reliability, data analysis, data processing, and hypothesis testing.

3.1. Research Design

Setiyadi (2018) argues that research design is a plan or steps prepared to collect data in research. Research design can be defined as the procedural data collection and interpretation chosen by the researcher to conduct the research. This research is a one-shot case study design and it combines a qualitative and a quantitative method. This method is chosen because, in the original Suggestopedia, there is an unclear procedure for how Professor Lozanov taught his controlled class. Scovel (1979) and Colliander (2021) mentioned in their studies, insufficient empirical scientific data that would support Lozanov's theory. There are deficiencies in how his results are obtained and presented. For example, there is no information about how the control groups in his studies have been taught (Colliander, 2021). It's difficult to know the original Suggestopedia teaching procedure as it is only taught at LITA, Lozanov's International Trainer's Association, where the members teach and take care of the authentic ideas of the suggestopedic ideology. This study aims to find out whether there is a significant difference in the students' speaking achievements after they are taught by modified role play-based

Suggestopedia, to determine whether the students have a positive perception toward the implementation of the modified role play-based Suggestopedia, and to know if a favorable link exists between student perception and students' speaking achievement in the modified role play-based Suggestopedia. The research design is a Pre-test Post-test Class Design and is clearly described as follows:

Table 3.1. Research Design

The one-group pre-test and post-test design

G1: T1 X T2

G1 = Experimental class

X = Modified Suggestopedia

T1 = Pre-test

T2 = Post-test

The illustration that can be found above demonstrates that a pre-test was carried out before the treatment in order to gather information on the students' level of speaking achievement before experiencing the treatment. Within the experimental group, the researcher then administered the treatments, which included teaching speaking through the use of a modified version of Suggestopedia that was based on role play. After that, a post-test was administered to the students to determine whether or not the treatments affected their ability to communicate verbally.

3.2. Variables

Variables play undeniably important roles in this research. Craswell (2012) states that a variable should be a feature or characteristic of an individual or organization

that the researcher may examine, and which differs from one study group to another. In this research, the researcher used two variables as follows:

1. Students' speaking achievement as dependent variable (Y)
2. Modified role play-based Suggestopedia as independent variable (X)

This research used one dependent variable and one independent variable.

3.3. Data Resource

The subjects for this research were one experimental class consisting of 15 students of various faculties at the University of Lampung (Unila). The participants were the students in batches 2020 and 2021. They had various levels of English and majorly still had problems in speaking. It was expected that the change would be significant. The technique used in determining the subjects of the research was the purposive sampling technique. Purposive sampling is a non-probability sampling method in which the chosen individuals or cases can represent the case that can answer the research questions (Setiyadi, 2018).

This research was conducted using a comfortable room at the Unit of Language Center (UPT Bahasa) Unila. This illustrates the concept of Double Planeness, which pertains to unconscious or semiconscious impulses from both the surroundings and the teacher's character. Environmental considerations include furniture, architectural style, room decoration, lighting conditions, color schemes, temperature, extraneous noises or music, and similar elements within which the encounter transpires. All the factors should create a positive environment for learning and reflect the target foreign language. Of course, the settings needed to be designed concerning the learners who attended 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):

Table 3.2. Research Planning

No.	5 W + 1 H	Description
1.	What?	A study to investigate the effectiveness of implementing modified role play-based Suggestopedia to teach Speaking.
2.	Who?	Students of Universitas Lampung (Unila) batches 2020 and 2021 with various levels of English proficiency.
3.	Where?	At the Unit of Language Center (UPT Bahasa) Unila
4.	When? What time?	From Monday-Monday, 12/08/2024-19/08/2024 From 1 pm-3 pm (3 hours each meeting)
5.	How long?	6 meetings (1 pre-test, 4 treatments, 1 post-test)
6.	What to prepare?	A comfortable classroom, markers, a laptop to play the classical music, a wheel of fortune application to decide the test turns, material consisting of the lesson plan and their features (Baroque classical music, papers, name tag, cue cards for pre-test and post-test, a restaurant menu, songs, a map, sitting arrangement, games, hotel brochures, a jar), scoring rubrics of Rubric Speaking's Brown and Paralinguistics, Google Form questionnaire and the mechanism to record the data, and contacting the second inter-rater).

3.4. Data Collection Technique

To acquire the necessary information, the researcher utilized two different instruments, namely questionnaires and tests (both pre-test and post-test were

administered). The elaboration of the instruments used in this research is described further as follows:

1. Tests

The tests were a speaking test that consisted of a pre-test which was conducted on the 1st meeting and a post-test which was conducted on the 6th meeting.

a. Pre-test

The pre-test was administered to the experimental group during the initial session prior to the researcher implementing the therapy. The pre-test was administered to the experimental class during the initial meeting, which took place before the researcher made the students participate in the therapy. The purpose of this was to evaluate their capacity for verbal communication before administering the modified version of the Suggestopedia, which is based on role gaming. As part of the pre-test, the students were required to act out a role-playing scenario in which they were asked to provide information about themselves and their families, eat at a restaurant, have a hotel stay, and provide directions. The students were paired based on the attendance list numbers. And then, each of them was asked to talk about their identity and family. Next, they were asked to take cue cards from a small jar consisting of the rest four topics mentioned above and act out the role plays. It was assessed with the Rubric of Speaking Brown (2004) combined with paralinguistics features (Thornbury, 2006). The test was a subjective test that needed the second inter-rater who was the leader of the drama club at Satu Nusa University and also a senior high school teacher, meanwhile, the researcher acted as the first inter-rater and also the classroom teacher.

b. Post-test

A post-test was given to the class that participated in the experiment. Similar instructions were provided for the post-test as they were for the pre-test. The purpose of this study was to determine whether or not there was a discernible difference in the level of speaking achievement of the students after they were instructed using a modified version of Suggestopedia that was based on role play. A post-test was carried out following the completion of all four treatments, which took place at the sixth meeting.

2. Questionnaire

The perception questionnaire assessed students' views on the deployment of the modified role-play-based Suggestopedia. It was distributed to the experimental class. To determine and measure students' perceptions of modified role play-based Suggestopedia learning, the researchers used three aspects of the students' engagement developed and defined according to (Trowler, 2010). These three aspects included behavioral, emotional, and cognitive aspects. To ensure that students understood all the items of the questionnaire, the teacher explained all of the item questions of the questionnaire in detail in the classroom before they answered the questions. The questions were in Bahasa Indonesia to avoid misunderstanding. Students were asked to answer each question inside in the range of a 1-5-point scale ranging from strongly agree to strongly disagree. Then, the result of the questionnaire's scores was correlated with the students' speaking achievements.

The instruments mentioned above were the instruments that were used in this research as the data instruments.

3.5. Instruments

An instrument is a tool to collect data for the research. Since instruments are crucial parts of research, the researcher planned and designed the instruments meticulously. Two instruments were used in this research. They were speaking tests consisting of a pre-test, a post-test, and a questionnaire.

3.5.1. Speaking Test

Speaking test is a valuable measuring instrument for educational research. Therefore, the role of the test is important in collecting data. For tests, the researcher provided a pre-test before the treatments and a post-test after the treatments. Those tests were conducted in the experimental class. The tests were in terms of speaking achievement. The instructions for both tests were equal. The scoring rubric used was the Speaking Rubric from Brown (2004) which has five aspects of speaking, which are grammar, vocabulary, comprehension, fluency, and pronunciation. The scoring rubric from Brown (2004) was combined with the theory of Paralinguistics from Thornbury (2006). The paralinguistic features used were the non-vocal type which included gestures, facial expressions, and eye contact (Thornbury, 2006). The instructions for the tests were:

1. Hello, good afternoon students. How are you today? Have you had your breakfast? What did you have? Do you feel nervous? Please don't be nervous we will just have a little conversation before we begin our class tomorrow. First of all, would you please tell me about your personal identity?
2. Thank you. Would you please tell me about your family?

3. I have a jar here with three folded papers inside. The three papers consist of three topics: Eating At A Restaurant, Staying At A Hotel, and Giving Directions. You have to take a piece of paper and open it. After that, you have to make a dialog with your pair acting out the topics that you have been given. You have ten minutes to prepare yourselves. If you want to change the topics it is alright. Later on, you have to act out the dialog in five minutes. Please feel free to speak and do not be shy. Good luck.

Since there are 3 different situations written on the cue cards, the instructions for each situation are also different. The instructions for each situation are as follows:

a. Eating at a Restaurant

You have to make a dialog based on the situation you have in your cue card. The situation is eating at a restaurant and you have to make a role play to act out the dialog according to the given situation on your cue card. One of you will act out as a waiter/waitress in a restaurant and another one will act out as a customer who wants to order food and eat at the restaurant. I have prepared a restaurant menu for you. You will have this menu to help you act out your dialog. Use your facial expressions, gestures, and body language to support your dialog. You have 10 minutes to make and practice your dialog. You are not allowed to use a paper to draft your idea. This is an impromptu dialog and you have to act out the role play spontaneously. I will call you to perform your dialog after 10 minutes. Please feel free to act out your dialog and be as creative as possible. Good luck.

b. Staying at a Hotel

You have to make a dialog based on the situation you have in your cue card. The situation is staying at a hotel and you have to make a role play to act out the dialog according to the given situation on your cue card. One of you will act out as a customer service at a five-star hotel and another one will act out as a hotel guest who wants to reserve a room and stay at the hotel. I have prepared a hotel brochure for you. You will have this brochure to help you create your dialog. Use your facial expressions, gestures, and body language to support your dialog. You have 10 minutes to make and practice your dialog. You are not allowed to use a paper to draft your idea. This is an impromptu dialog and you have to act out the role play spontaneously. I will call you to perform your dialog after 10 minutes. Please feel free to create your dialog and be as creative as possible. Good luck.

c. Asking and Giving Directions

You have to make a dialog based on the situation you have in your cue card. The situation is asking and giving directions and you have to make a role play to act out the dialog according to the given situation in your cue card. One of you will act out as a tourist from another country who wants to find a specific place and another one will act out as a police officer or a resident who will help to show the way. I have prepared a map for you. You will use this map to help you create your dialog. Now, I want to go from A (the teacher points out a place on the map as the starting point) to B (the teacher points out another place as the place to

find). So, the tourist is at A and wants to go to B, meanwhile, the police officer will explain how to get from A to B. Use your facial expression, gestures, and body language to support your dialog. You have 10 minutes to make and practice your dialog. You are not allowed to use a paper to draft your idea. This is an impromptu dialog and you have to act out the role play spontaneously. I will call you to perform your dialog after 10 minutes. Please feel free to create your dialog and be as creative as possible. Good luck.

4. *(After ten minutes)* Are you ready to perform your dialog? Please feel free to speak and do not be shy. You have five minutes to act out the dialog. Remember to use your facial expressions, gestures, and body movements if necessary.
5. *(After the dialog has been acted out)* Thank you for your efforts. I appreciate your hard work. Keep practicing your English, “Practice makes right, and more practice makes perfect.” See you tomorrow.

The instructions for both the pre-test and post-test were similar. The researcher began with warm greetings to reduce the students' anxiety and make them feel comfortable. Then, the researcher tried to engage the students with some easy questions. After that, the researcher began to give the instructions, and finally, the researcher closed the test with suggestive statements.

3.5.2. Questionnaire

To tackle the second and third research concerns, the researcher distributed questionnaires to evaluate students' perspectives regarding the adoption of the modified role play-based Suggestopedia after the treatments. The data was

utilized to ascertain the association between students' perceptions and their speaking proficiency. The questionnaire was adapted from the theory of Perception in which the researcher used three aspects of the students' engagement developed and defined according to Trowler (2010) including behavioral, emotional, and cognitive aspects.

The questionnaire consisted of 20 close-ended statements adapted from Trowler (2010) regarding the assessment aspect when assessing the analysis results of this research. The indicators displayed in the questionnaire included three significant aspects: behavioral, emotional, and cognitive aspects. First of all, behavioral aspects cover its sub-aspects of learning effectiveness and efficiency, learning participation (understand the materials and participate actively), multi-tasking participation in learning, learning collaboration, discussion involvement, curiosity in learning, presence in learning, discipline in learning and learning participation (can follow the teacher's instructions and participate actively). The second one was the emotional aspect including enthusiasm in learning, comfortability in learning (using classical music and role-play methods), learning satisfaction, focus in learning, comfortability in learning (using classical music to release anxiety and make the students feel relaxed), enhancing memory, enhancing learning focus, releasing anxiety, and enhancing positive classroom's management. Finally, the cognitive aspect involves studious learning, favorable, and skillful learning.

To get results from the questionnaire data, researchers used a Google Form survey. The questionnaire analysis automatically displayed the results from

Google Forms in the form of pie charts showing the participants' choices according to the Likert Scale of strongly agree, agree, neutral, disagree, and strongly disagree. That way, the researcher thought it was easier to find out students' perceptions of learning English using a modified role play-based Suggestopedia learning approach. The questionnaire was given in Bahasa Indonesia to avoid students' misunderstanding in interpreting the narration. However, for scientific reasons, the questionnaire in this thesis is written in English so that this research can be a reference to global researchers.

Table 3.3. Questionnaire of Perception

Adapted from Trowler (2010) English Version

No.	Questions	Answers (mark your answer)
A.	Behavioural Aspect	
1.	Learning Effectiveness and Efficiency The role-play method used in English classes can create effective and efficient learning.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
2.	Learning Participation I understand and I am active when participating in the learning process in English class which is carried out using the role-play method.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
3.	Multi-tasking Participation in Learning With the role-play method in pairs, it is easier for me to understand the instructions given by the teacher in class, and can do it well.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
4.	Learning Collaboration When asked to practice creating dialogue using the role-play method, I was able to work together and complete the task	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral

	well with my dialogue partner.	<input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
5.	Discussion Involvement Practicing and practicing dialogue in pairs using the role-play method allows me to discuss material and assignments with my dialogue partner.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
6.	Curiosity in Learning I feel free to ask my friends and teachers in class about material, instructions, and assignments that I do not understand.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
7.	Presence in Learning I always feel enthusiastic about attending English classes using this role-play method.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
8.	Discipline in Learning I have completed the exercises and practiced making dialogue on time when asked to appear in front of the class.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.	Learning Participation I can follow the teacher's instructions and participate actively when studying in English class with this role-play method.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
B.	Emotional Aspect	
10.	Enthusiasm in Learning I feel enthusiastic when studying in English class using this role-play method.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
11.	Comfortability in Learning I feel comfortable when studying in English class using this role-play method.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree

12.	Learning Satisfaction I feel that using the role-play method in this English class is not boring and helps improve my English skills.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
13.	Focus in Learning The role-play method in English class makes me more focused and diligent in studying.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
14.	Comfortability in Learning I feel that classical music played at the beginning of the lesson helps reduce tension and makes me calmer.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
15.	Enhancing Memory I feel that the teacher's melodic voice accompanied by classical music in the background makes me able to remember vocabulary better.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
16.	Enhancing Learning Focus Classical music helps relieve tension and makes me more focused while studying.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
17.	Releasing Anxiety I feel that classical music and the teacher's melodic voice help release tension and make the class atmosphere comfortable.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
18.	Enhancing Positive Class Management I feel that relaxation activities with classical music and the teacher's melodic voice are very effective in building focus and creating a comfortable and conducive learning atmosphere	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
C.	Cognitive Aspect	
19.	Favorability I think the role play and music methods in English class are	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree

	fun and make me more active in studying.	<input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
20.	Skills I think the role play and music method in English class is fun and makes my English improve significantly.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree

3.6. Validity

Validity pertains to the interpretation and application of assessment outcomes. For instance, if an evaluation indicates that students have met the desired learning outcomes, it is essential to ensure that the activities offer a pertinent and representative assessment of those outcomes (Gronlund & Waugh, 2009). Validity is categorized into two types: content validity and construct validity. Content validity is crucial for achievement tests. Gay et al. (2011) assert that a test result cannot accurately represent students' achievement if it fails to consider the curriculum and the knowledge students are expected to acquire. Construct validity refers to the extent to which a test accurately assesses a proposed hypothetical construct. Thus, this study evaluated both forms of validity to confirm the tests' legitimacy.

3.6.1. Validity of Speaking Test

The content validity of a test relates to its representativeness and comprehensiveness (Hatch & Lazaraton, 1991). The test aimed to collect data on students' speaking proficiency prior to and following the interventions. Besides, the tests were designed based on the materials of pre-intermediate conversation classes in some English courses which referred to English for Specific Purpose

(ESP). Since the types of material taught were about visiting another country, the speaking tests were in the form of common public speaking speech which was instructed using daily vocabulary and phrases. The test assessment was based on the Rubric of Speaking by Brown (2004) which has five aspects of speaking that are grammar, vocabulary, comprehension, fluency, and pronunciation combined with Paralinguistics features from Thornbury (2006) which consists of non-vocal types: gestures, facial expressions, and eye contact. These all were assessed to merely attain the content and construct validity. Below is the elaboration of content validity and construct validity of the tests.

3.6.1.1. Content Validity

Setiyadi (2018) asserts that a measuring instrument achieves content validity when it adequately represents all concepts or domains pertinent to the material being assessed. In making the final test for English subjects, content validity was related to the extent to which the items in the test were prepared based on the teaching-learning process in the classroom. Here, the researcher correlated the speaking tests with material for the pre-intermediate level of English Conversation Class for Adults (English for Specific Purposes) designed by the researcher specifically for this research.

3.6.1.2. Construct Validity

Pollard (2008) asserts that speaking is among the most challenging skills for pupils to acquire. Speaking happens accordingly and it flows naturally and spontaneously. The speaker should have sufficient vocabulary, understandable pronunciation, good comprehension, and good grammar, and be considered fluent

(without long pauses or hesitation) in English to make an interesting and extended conversation. This is not surprising when a person considers everything that is involved in speaking, which are: ideas, what to say, language, how to use grammar and choose vocabulary, pronunciation, as well as listening and reacting to the person's response that one person communicates with. These aspects are in line with the aspects of the Rubric Speaking by Brown (2004) which mentions five aspects of proficiency. Those aspects consist of grammar, vocabulary, comprehension, fluency, and pronunciation. The score is on a scale of 1 to 5. The highest score is 5 and the lowest score is 1. The speaker achieves the highest scale of 5, according to Brown (2004) with these criteria as follows:

1. Grammar

The speaker is equivalent to an educated native speaker in speaking. It means the speaker can use mechanics including appropriate tenses. In this research, the participants had various proficiency in English, therefore the tenses expected were only simple present, simple past, simple future, present perfect, and present continuous tense.

2. Vocabulary

The speech of non-all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. In the context of the role play assessment in the experimental class, the scoring was based on the vocabulary that has been taught and is better when the students could extend the conversation by using the vocabulary (terms or jargon) that were not taught by themselves but still in the area of the topics given.

3. Comprehension

The speaker is equivalent to an educated native speaker. The assessment included the flow of the conversation. How it was naturally coherent and both speakers could respond with suitable expressions.

4. Fluency

The speaker possesses total fluency in the language, resulting in his speech being entirely accepted by educated native speakers. When the speakers spoke, there were not many repeated pauses and they could maintain the flow of the dialog during the assessment.

5. Pronunciation

The speaker is comparable to and entirely recognized by educated native speakers. It means the pronunciation is native like or at least the speakers can produce understandable pronunciation with correct phonetical sounds. In the assessment, the two inter-raters did not give 5 scores to any of the students.

Those are the explanations of each aspect of the Rubric Speaking's Brown (2004) and the implementation of the tests that were scored for the assessment of this research.

Since the tests both the pre-test and post-test were similar acting out a dialog in the form of a role-play-based Suggestopedia speaking test, the construct validity covers the aspects of the rubric based on the theory of Rubric Speaking's Brown (2004), which was documented through SPSS. Before the pre-test was conducted, the first and the second inter-raters discussed the scoring mechanism to have similar perceptions on how to give appropriate scores based on the students'

speaking achievement. Each of the criteria from Rubric Speaking by Brown (2004) was discussed to give fair and honest scores for the pre-test.

While conducting the pre-test, the scores were given directly by both inter-raters after each pair performed their dialog. The pre-test scores were also analyzed and discussed by the peers to make a better mechanism of scoring in the post-test later. However, the pre-test scores were recorded as raw data without any changes after the peer discussion. This is to keep the originality of the raw data. The scoring was given by two inter-raters according to the criteria mentioned by Brown in the Rubric Speaking by Brown (2004). There are 5 aspects of speaking which are grammar, vocabulary, comprehension, fluency, and pronunciation. Each of the speaking aspects has its own criteria. In the rubric, the scoring is from 1 as the lowest point and 5 as the highest point. This range of scores from 1-5 was converted into 20, 40, 60, 80, and 100 by both inter-raters in their scoring rubrics to ease them in scoring the students. Both inter-raters had their scoring rubrics prepared before the pre-test was conducted. Similar scoring rubrics were also used by them in the post-test. The scoring rubrics of both inter-raters and the rubric speaking by Brown (2004) were completed in Appendix.

In the Rubric Speaking by Brown (2004), there are five scales for each element in which the number 5 is the highest score and the number 1 is the lowest score. The first element to score according to Brown is grammar. It is to evaluate the correct grammar that the students use in speaking. It is considered important because it is known that Indonesian students often speak ungrammatically and it may cause misunderstanding. The students were taught 5 tenses including simple present,

simple past, simple future, present continuous, and present perfect. It was given in the elaboration after the post activity (role-play assessment) as the feedback for the students' dialogs. The tenses were taught in the context of correcting the sentences that the students made while acting out the roleplay. The second one is vocabulary. It is to measure the range of vocabulary the students have. The third is comprehension. It is to figure out whether the students understand the instruction asked them to do and to ensure that their spoken responses are according to the instruction. It can be obtained from the point that the students elaborate. The fourth element is fluency. It is to measure how fluent they are in speaking, without several pauses. The last is pronunciation. It is to measure how exactly they pronounce the words or how understandable their words are and also whether they have native accents or not. Those are the interpretations of the rubric criteria. Then, this Speaking Rubric of Brown was combined with Paralinguistics features: gestures, facial expressions, and eye contact in the assessment scoring. Both of their combined scoring rubrics can be seen in the Appendix.

3.6.2. Validity of Questionnaire

The instrument seeks to produce data from the questionnaire; hence, the researcher utilized the notion of modified role play-based Suggestopedia to guarantee validity. Content validity pertains to the equivalence of treatments administered in the assessment. The questionnaire is adapted from Trowler's Perception theory to improve its content validity. Construct validity pertains to the theoretical framework associated with the items. The researcher analyzed it by referencing the theories of perception related to speaking and the adapted role play-based Suggestopedia. The questionnaire was elaborated from the theory of

Perception in which the researcher used three aspects of student-developed and defined engagement according to Trowler (2010) which are: behavioral, emotional, and cognitive. The tests assessed specific aspects according to the indicators. Furthermore, in the analysis of questionnaire validity, the items were correlated with their respective constructs. The study incorporated 20 open-ended questions regarding perceptions of the modified role play-based Suggestopedia and various aspects of speaking.

3.7. Reliability

Reliability refers to the extent to which a test produces consistent and accurate results when administered under comparable conditions. All obtained data, irrespective of their types, must be dependable (Hatch & Lazaraton, 1991).

3.7.1. Reliability of Speaking Test

The tests employed as the instruments in this research were subjective tests with instructions and the researcher measured the reliability by implementing a mechanism of two inter-raters. The researcher was the first inter-rater and the second inter-rater was the leader of the drama club at Satu Nusa University who was also a senior high school teacher. The inter-rater measurement was used by the researcher to determine the consistency. This was computed through *Spearman's Rank Correlation Coefficient in order rank*.

Table 3.4. Spearman Correlation Coefficient RQ 1

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

rs = rank correlation

d = difference between the two ranks of each observation

d² = the total d in square

n = sample (15 people)

Σ = total amount (sigma)

The value of r revealed the reliability of the speaking test. Spearman (1904) reveals the degree of correlation interpreted by the value of r as elaborated below:

Table 3.5. Interpretation of r

Range of Coefficient	Correlation Interpretation
0.00-0.19	Very weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1	Very strong

According to the value of r above, if the range of coefficient (r-value) is between 0.80-1 the correlation interpretation is very strong. The calculation using Spearman correlation interpretation shows that the reliability of speaking test is 0.8125 which suggests that reliability of the speaking test is very strong. The statistics using the Spearman order rank is shown in details in appendix 6.

3.7.2. Reliability of Questionnaire

The dependability of the Questionnaire is a crucial element of this investigation. Consequently, it was meticulously crafted by the researcher. Cronbach's Alpha is employed in this study to assess the internal consistency reliability of the questionnaire. The Alpha coefficient ranges between 0 and 1. The formulation for the alpha reliability is presented in the table below:

Table 3.6. The Cronbach's Alpha

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Notes :	
r_{11}	= Alpha reliability coefficient
n	= Number of items
$\sum \sigma_t^2$	= Number of item variants
σ_t^2	= Total variants

The values reveal the answer to each question in the scale. Nunnally, as referenced in Henson (2001), illustrates the level of reliability testing in the table below:

Table 3.7. Level of Interpretation of Reliability Test

Coefficient of Reliability	Interpretation
$\alpha < 0.5$	Unacceptable
$0.5 \leq \alpha < 0.6$	Poor
$0.6 \leq \alpha < 0.7$	Acceptable
$0.7 \leq \alpha < 0.9$	Good
$\alpha \geq 0.9$	Excellent

The interpretation of reliability is based on the criteria developed by Guilford in Ardani, et al (2020) as follows:

Table 3.8. Interpretation of Reliability

r11	Interpretation of Reliability
0.80 to 1.00	Very high
0.60 to 0.80	High

0.40 to 0.60	Intermediate
0.20 to 0.40	Low
< 0.20	Very Low

The questionnaire's reliability in this study was evaluated using SPSS to compute Cronbach's Alpha. According to Wiratna in Erawati, et al. (2021), a measurement is called reliable, if it can give the same or nearly the same results if the measurement is carried out repeatedly. The basis for decision-making in the reliability test is as follows:

1. If the Cronbach's alpha value is > 0.6 then the questionnaire is declared reliable or consistent
2. If the Cronbach's Alpha value is < 0.6 then the questionnaire is declared unreliable or inconsistent

This is the metric employed to assess the reliability of the questionnaire in this study.

3.8. Data Collection Procedure

In conducting this research, there were some steps applied to ensure that the research ran well in a good chronological order. Therefore, the researcher arranged the procedure for data collection. The steps of the data collection procedure of the research were as follows:

1. Administering the Pre-test

The pre-test was administered to the only class taught which was an experimental class at the first meeting before the treatments began to determine the students' prior speaking ability. The first meeting was also used to interact and engage in a free conversation and had a short and brief self-introduction to

make the students feel comfortable with the teacher and let the students know the purpose of studying in general. The students were told that they would have a pre-test before the treatments were conducted. The pre-test was in speaking form and would consist of instructions as a subjective test in the form of role-play or performing a dialog in pairs. The topics of the tests were the materials that would be taught later which were talking about introduction and family, eating out, staying at a hotel, and giving directions. The function of the pre-test was merely to investigate the students' prior proficiency in speaking. Both the teacher and the second inter-rater observed each student during the speaking, they made notes and also recorded the documentation in photos and video as raw data. Detailed information on the speaking tasks to test the students and the mechanism of the test were written in the appendix.

2. Conducting the Treatments

The experimental classes were given 4 meetings for the treatments. Each meeting lasted for 180 minutes or 3 hours according to the time allocation of the program decided by the Unit of Language Center. The timetable of the activities and time allocation was written in detail in the appendix. Additionally, the materials were about the daily conversation when visiting another country including: talking about personal information and family, eating at a restaurant, staying at a hotel, and giving directions. The materials were given in the What's Up application form as the handout. The students had stimuli and exposure in vocabulary, pronunciation, comprehension, grammar, fluency, expressions, and dialogues as each of the topics presented two model dialogues according to the topic as an example. The class was conducted using

the seven laws of Suggestopedia which are: love, freedom, knowledgeable teacher, complex teaching materials, the interaction of global-partial-global, golden proportion, and classical art and aesthetics. The explanation of each law has been mentioned in the Literature Review chapter. The class also implemented the core procedure of Suggestopedia which are introduction (pre-phase), concert session phases (active and passive phases), post-activity implementing modified role play based Suggestopedia), and elaboration as the feedback or correction of students' performance.

3. Administering the Post-test

After implementing the treatments, a post-test was administered. The students were tested in the form of acting out a dialog using modified role play based on Suggestopedia in front of the class. The post-test instructions were similar to the pre-test instructions. After that, the post-test results of the experimental class were processed using SPSS through the Independent Samples T-Test to determine if there was a significant difference in the students' speaking achievement.

4. Recording

The researcher recorded the students' speaking performance during the pre-test and post-test using a smartphone and laptop as video recording devices. This technology helped to ease the researcher to rate of the score. Furthermore, the recording was analyzed by both inter-raters to measure the honesty and fairness of the given scores.

5. Distributing the Questionnaire

The next step was distributing a close-ended questionnaire to all students in the experimental class. The purpose of the questionnaire is to investigate what the students' perception is towards the implementation of the modified role play-based Suggestopedia through the treatments. It is also calculated using Microsoft Excel 2010 to see the students' perception of the implemented teaching method.

6. Transcribing

The students' performance on the pre-test and the post-test were recorded and then transcribed as the raw data for the researcher. This process used technology to help the researcher within this research.

7. Scoring

As the research employs two raters to evaluate the speaking tests, the researcher completed the scoring rubric as the first rater (R1), while the second rater (R2) also filled out the scoring rubric.

The data is used to answer the research question (RQ) 1, "*If there is a significant improvement in students' speaking achievements after they are taught through modified role play-based Suggestopedia.*" The scoring rubric consists of the Speaking Rubric by Brown (2004) and the Paralinguistics of Thornbury (2006).

8. Analyzing The Result

After scoring the students' performance, the researcher compared the results between the pre-test and post-test to see a significant improvement in the post-test compared to the pre-test in the experimental class. Additionally, the researcher also scored the questionnaire to see whether there was a positive

perception from the students towards the learning activity through the modified role play-based Suggestopedia. Finally, the result of the questionnaire was correlated to the score of post-tests after the treatments were conducted through the modified role play-based Suggestopedia teaching method.

Those were the steps implemented by the researcher to ease the researcher in conducting this research.

3.9. Data Analysis

To analyze the collected data, the researcher calculated both the data collected from the tests and the questionnaire based on the following steps:

1. Scoring the data of speaking tests

The results of the pre-test and post-test of as recorded and calculated to see the students' significant improvement in their speaking achievement.

2. Recording the questionnaire responses

The students' questionnaire answers were automatically recorded using Google Form Spread Sheet.

3. Analyzing the questionnaire responses of the modified role play based-Suggestopedia principles

To make statistical analysis easier for the researcher to calculate, the items on the questionnaire were scored using the Likert Scale Formula. The numerical scores are provided for the elements of Likert-specific questionnaires from 1 to 5 (strongly agree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5) as follows:

Table 3.9. Likert Scale Formula

Score	Meaning	Range
5	Strongly agree	4.21-5.00
4	Agree	3.41-4.20
3	Neutral	2.5-3.40
2	Disagree	1.81-2.4
1	Strongly disagree	1.00-1.08

The questions are in positive statements therefore, the scores are 5, 4, 3, 2, 1. The questionnaire is in checklist mode which is considered highly selective because only focuses on certain behaviors.

4. Making a correlation

The correlation is between the students' speaking achievement from the post-test and the students' perception from the questionnaire. It is done by focusing on the modified role play based on Suggestopedia in the experimental class. This formulation uses Pearson Product Moment as follows:

Table 3.10. Pearson Product Moment RQ 3

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r = correlation between variable

x = variable independent (student's perception)

y = variable dependent (speaking achievement)

n = sample (24 people)

Σ = total amount (sigma)

5. Interpreting, describing, and drawing conclusions

The pre-test and post-test scores underwent statistical analysis. The analyses were performed utilizing the Statistical Package for the Social

Sciences (SPSS) and Microsoft Excel. The outcome of the experimental class was analyzed using the Independent Samples T-Test to address Research Question (RQ) 1. For RQ 2, the questionnaire results were analyzed using Microsoft Excel to assess student perceptions based on the Rensis Likert theory of the Likert Scale Formula. For research question (RQ) 3, The researcher utilized Pearson Product Moment Correlation with SPSS. All were subsequently analyzed, articulated, and deduced.

Those are data collection techniques that were applied in this research by the researcher to answer the research questions.

3.10. Hypothesis Testing

Hypothesis testing is a method used to ascertain the acceptance of a presented hypothesis in research. This research presents the following hypotheses:

- 1. A significant difference exists in the speaking accomplishments of students following instruction using modified role play-based Suggestopedia.* The Independent Samples T-Test is employed to evaluate hypotheses at a significance threshold of $p < 0.05$. The hypothesis is accepted if a significant difference is observed in students' speaking achievements following instruction via the modified role play-based Suggestopedia (H1) and rejected if no difference is noted in their achievements after the same instruction (Ho).
- 2. Students have a positive perception towards the implementation of the modified role play-based Suggestopedia.*

The researcher calculated the result of the questionnaire using Microsoft Excel 2010 to test the hypothesis according to the Likert Scale Formula. If

the students' responses indicate a favorable perception of the modified role play-based Suggestopedia implementation, the hypothesis is accepted (H1). If the responses have no positive perception in the implementation of the modified role play-based Suggestopedia, the hypothesis is rejected (Ho).

3. There is a positive correlation between the student's perception and the student's fluency in speaking achievement.

The researcher examined the post-test speaking scores of the modified role play-based Suggestopedia and the questionnaire responses using Pearson Moment association via SPSS to determine the association between students' perceptions and their speaking achievements. If the association between the student's perception and speaking achievement is positive, the hypothesis is accepted (H1); conversely, it is rejected (Ho).

Those are the hypotheses that were used by the researcher to be assumed as the answers to the research questions.

As a whole, this chapter elaborates on the methods used in this research. This chapter elucidates research design, variables, data resources, data collection techniques, instruments, validity, reliability, data collecting procedures, data analysis, and hypothesis testing.

V CONCLUSIONS AND SUGGESTIONS

This is the final chapter, and it includes the study findings' conclusions as well as recommendations for English instructors, classroom teachers, and future research.

5.1. Conclusions

The conclusions of the current investigation are articulated as follows:

1. The students experience the learning process using the original Suggestopedia teaching procedure in the experimental class by having fictitious identities and classical music. They learn through the procedure of the original Suggestopedia cycle which is divided into 3 phases: the pre-session phase, the concert session, which consists of active and passive concerts, and the post-session. The integration of the two teaching methods, Suggestopedia, and role play brings a positive impact in enhancing students' speaking achievement in the experimental class. Statistical analysis demonstrates a considerable disparity in students' speaking proficiency following instruction utilizing the modified role play-based Suggestopedia core techniques, the cycle, and the seven laws. It presents statistical evidence indicating a significant disparity in students' speaking performance following instruction utilizing the modified role play-based Suggestopedia core techniques, the cycle, and the seven laws. The post-session which offers major freedom for the language instructors to

choose the classroom activities that are appropriate for their students as long as the activities accommodate all three learning styles; audiolingual, visual, and kinesthetics, is covered using role play method which imitates real-life communication and covers the needs of all the three learning styles. Moreover, the students in the experimental class show positive attitude during the lessons such as happiness, strong focus, confidence, and good cooperation with both the classroom teacher and their peers. The students have successfully alleviated Their anxiety, fear, and embarrassment. The three mental barriers: intellectual, emotional, and ethical barriers as the source of anxiety, are managed well by the students since they feel a large mental support from the teacher and a positive environment in their surroundings. They enjoy their fictitious identity and the passive concert session as a relaxed-focused mental state. They also show major interest in the lessons, relatively long focus which is not common in the long hours of studying, good rapport with their teacher and peers, positive attitude by supporting their speaking partners, and absorb the materials quickly. Finally, they enhance their speaking achievement and their paralinguistic elements such as facial expressions, gestures, and body language which is shown in the result of their scores in the pre-test and the post-test assessed the research and an inter-rater.

2. The questionnaires reveal that the student's view of the implementation of the modified role play-based Suggestopedia in the experimental class demonstrates good tendencies. It is caused by their acceptance of the applied method that successfully brings the students a positive attitude which comes from the positive environment during the lessons. The applied method is designed to

accommodate all three learning styles which are visual, bilingual, and kinesthetic. As role-play mimics real-life conversation where people listen, pay attention, and use paralinguistic features such as facial expression, gestures, and body language to convey their message, the researcher concludes that it accommodates visual, audiolingual, and kinesthetic learning styles. Therefore, role play which accommodates all students' learning styles gives the students happiness, a relaxed mental state, and confidence in following the classroom activities which are designed carefully by the classroom teacher to accommodate all students' different learning styles. The students also show a positive attitude which makes it easier for them to absorb the materials and do the instructional designs. Role play covers the weakness of Suggestopedia in which in the post-session Suggestopedia has no prominent activity to be used to assess the students' speaking achievement. The core technique, the cycle, and the seven laws of Suggestopedia which are modified with role play in the post-session successfully remove the students' mental blocks in the forms of intellectual, emotional, and ethical barriers. The students feel the huge support from the teacher and the positive environment surrounding them. In that way, the students are eager to speak, express their ideas, and participate actively in all the classroom activities designed by the teacher. In conclusion, the method of role-play-based Suggestopedia successfully synchronizes the left and right hemispheres of the students, releases the students' anxiety, makes them learn optimally in a relaxed-focused mental state, and allows them to participate eagerly in the learning activities. In the end, the modified role play-based Suggestopedia method accelerates the process of material absorption and

enhances both the students' speaking achievement and the ability to use paralinguistic features in dialogs.

3. There is a significant correlation between the students' perceptions of the implementation of the modified role play-based Suggestopedia and the students' speaking achievement. It means that the students have a positive perception of the implementation of the modified role play-based Suggestopedia and the modified teaching method can enhance their speaking achievement. The learning activities conducted in the classroom during the experimental class which are designed carefully by the instructor proven not only to improve the students' speaking achievement but also to create a stress-free environment. The positive atmosphere of learning with large positive support given by the instructor and the students to their peers, creates fun learning, active participation of the students, and shows eagerness to learn which comes from within. Their motivation to attend the class is high and they have a new perception of learning English which is fun, pleasant, and motivated, changing their attitude towards English class which was previously seen as threatening and creating anxiety into a new experience of learning with eagerness and happiness. This positive perception brings a positive attitude towards English learning and makes two major impacts on the students, the improvement of the speaking achievement and the improvement of the using of paralinguistic features during speaking in a natural, enthusiastic, and genuine ways.

These are the conclusions discussed in this chapter, which are consistent with the formulation of the research questions for this study.

5.2. Suggestions

The subsequent recommendations are aimed at English instructors and classroom educators, and there should be more research done on the pedagogy of English language learning and acquisition. There are various advantages and obstacles faced by the researcher as follows:

1. There are various advantages to implementing this modified method in teaching. For English instructors and classroom teachers, several suggestions are given by the researcher as follows:
 - a) English instructors and teachers are recommended to apply this modified method as an option for an alternative teaching method for teaching English because this method offers several advantages to be used in the learning process. This modified method is an appropriate option to create a stress-free environment for learning English, remove the anxiety that causes mental blocks, and make learning the language not only fun but also enjoyable.
 - b) It is the responsibility of English teachers and instructors to establish a stress-free atmosphere in the classroom to ensure that students are motivated to learn and willing to take part in activities that take place in the classroom. The anxiety that is caused by intellectual, emotional, and ethical barriers should be reduced by the teachers by designing classroom activities which concerned with a humanistic approach. Therefore, teachers should design classroom activities carefully and choose a teaching method aligned with the students' needs that allows the class to engage in conversations, facilitates all learning styles, and

most importantly, gives large positive support for the students' mental state. Showing respect, love, and support to the students in the teaching-learning process in the classroom will create a stress-free environment. Furthermore, it will be a good example for the students to have a positive attitude towards each other. This is the key core of the humanistic approach in the Suggestopedia approach.

- c) English instructors and teachers should see language as a means of communication to equip university students with communication skills to compete in the real-life global market and work field. Therefore, adjustments should be made to be able to apply the Suggestopedia approach at universities. Keep in mind that we have to make the students speak and we, as English instructors and teachers, should give comprehension input or stimuli so that second language acquisition takes place during the teaching-learning process in the classroom.
- d) English instructors and teachers should see learning as a process of life phases. We experience life from a baby, a toddler, a teenager, and an adult. This is similar to the English capability of a student which starts from knowing nothing, trying to know a few things, until knowing many things. This means that giving positive support and treating mistakes as a process of learning not as a sin will give positive encouragement to English learners to keep their confidence and self-esteem. These are given suggestions for English instructors, teachers, and future research based on the methodology used in this present study, which is a modified role play-based Suggestopedia. Finally, this chapter concludes

the formulation of the present research, which will be a thesis. It covers everything from the beginning to the conclusion.

e) The scoring of assessment using the Rubric Speaking's Brown (2004) should be prepared meticulously by the two inter-raters since the researcher assumes that the rubric focuses on linguistic accuracy in the ESL setting rather than linguistic performance in the EFL setting. Therefore, the two inter-raters should discuss to have a similar perception of how to score the students based on the criteria in the rubric. Otherwise, there will be a big gap between the two inter-raters in the scores which will affect the calculation of statistical data hugely and make the results seem unreliable and not valid.

2. There are some obstacles faced by the researcher while implementing role play-based-Suggestopedia teaching method in the classroom such as bringing the students to the fantasy world by playing role play and drama in the classroom.

The obstacles that may occur in the classroom are as follows:

- a) They may feel shy and awkward with this method because it is not common in Indonesian pedagogy, therefore, the teacher should be a role model by giving examples and encouragement continuously in a few meetings. After being given an example, they would feel more confident and comfortable in using this method in classroom activities. The teacher should always give time and space for the students to grow and thrive.
- b) Cultural sensitivity is another challenge that needs to be overcome with both a positive mindset and attitude of the teacher or instructor. Some

students feel that classical music is not familiar and to some extent will be rejected by some students from different cultures, beliefs, or faiths. The teacher should allocate specific time and moments to explain in the beginning that classical music is used only as a tool to make the students' brains feel relaxed and help them overcome some psychological barriers such as anxiety and boredom. The teacher should be very understanding and open-minded to allow the students to get used to the music and not give any reaction or negative words when the students look like not enjoying the music in the beginning. Keep behaving positively with a deep understanding that people may have a different point of view about classical music and the role-play technique. As time goes by, the students will get used to this teaching method. They will get involved in the activities when they are ready. Positive encouragement and example will give the result if the teacher keeps the patience and positive support.

3. The researcher also suggests several suggestions for further research, as follows:

- a) Further research to find out the effectiveness of the modified role play-based Suggestopedia to enhance speaking achievement of children or high school students can be investigated further. This research was conducted only in a certain condition in a language center of a state university namely UPT Bahasa Universitas Lampung with university students as the data source, so that the results of the present research cannot be generalized. However, this research could be a reference for

further researchers to conduct further studies regarding similar research topics.

- b) Further researchers may investigate and explore the use of fictitious identity in creating a stress-free environment since it is commonly not discussed in the Suggestopedia previous research, meanwhile, according to the observation which is conducted by the researcher of this study, students show huge interest in picking up their fictitious identity and creating their life biography according to the fictitious identity they have chosen. Fictitious identity is one of the key cores of the Suggestopedia approach together with classical music, unfortunately, the use of fictitious identity so far has not been investigated and explored by any Indonesian researchers.
- c) The success of the modified role play-based Suggestopedia approach in this study relies on the use of fictitious identity, classical music, teachers' control of the voice, and classroom activities. Another area to investigate in the educational psychology field is the design of teaching materials to accommodate all learning styles. The post-session in the Suggestopedia cycle gives freedom to every instructor and English teacher to apply their classroom design which should accommodate all of the students' learning styles. This will be an area of interest to do further research in creating more and more teaching methods that can be combined with the Suggestopedia approach to enrich alternative teaching methods in TEFL.

- d) Many researchers claim they use the Suggestopedia teaching procedure which is playing classical music in the classroom to make the students feel relaxed, however, no research shows the teacher reads the materials over the classical music which is the key core of Suggestopedia in the concert sessions to synchronize the left and right hemispheres of the students. Therefore, further study on Suggestopedia should implement one of the prominent characters of Suggestopedia in which teacher reads the materials with classical music as the background.
- e) The author assumes the negative correlation between the students' speaking achievement and their perception towards the implementation of modified role play-based Suggestopedia correlates with the high criteria of Rubric Speaking by Brown (2004). Further research to contrast the effectiveness of Rubric Speaking by Brown (2004) in scoring English proficiency of learners in both English as a Second Language (ESL) and English as a Foreign Language (EFL) settings will be an interesting area to explore.

These are suggestions for English instructors, teachers, and future research based on the methodology used in this present study, which is a modified role play-based Suggestopedia. In conclusion, the conceptualization of the current research, which will be transformed into a thesis, is brought to a close in this chapter. Covering everything from the beginning to the end, it is comprehensive.

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