

THE IMPLEMENTATION OF SUGGESTOPEDIA IN EFL CLASSROOM: HOW DOES MUSIC IMPROVE LEARNERS' MOTIVATION IN LANGUAGE LEARNING?

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KEYWORD

Suggestopedia, EFL, language learning, learners' motivation, music

ABSTRACT

Providing the learners with a comfortable and relaxing environment is a thing that should be considered by the teachers in order to improve the learners' motivation in learning English as foreign language. This study aimed to explore about how the use of music as a part of Suggestopedia approach can improve learners' motivation in language learning. It observed an EFL class that use Suggestopedia in teaching and learning process. The result showed that Suggestopedia was used by giving a comfortable and relaxed condition of the classroom for the learners. The lecturers also use selected music to make the situation of the class become relax and calm. Most of the learners also looked enjoyed the learning process and they focused on activities done in the classroom. In other words, music used in Suggestopedia can improve their motivation in language learning Therefore, suggestopedia is considered as an approach that can help to reduce learners' anxiety and stress levels in teaching and learning process.

INTRODUCTION

Teaching and learning process are a complex activity that should be designed and implemented well in order to avoid learners' boredom during the process. It makes the teachers should be creative and innovative in planning the teaching and learning process. In addition, a monotonous activity also leads the learners to the boredom of learning. Boredom, which is caused by monotonous activities, can have a negative effect on learner engagement and learning (Özerk, 2020; Xie, 2021). It also can limit learners' creativity and critical thinking, as they may not require learners to actively process or analyze the material.

Boredom certainly arise on learners' learning activities if the learners lack of creativity, variety, or personal relevance. When learners are repeatedly assigned routine or repetitive tasks, they may become disinterested and find it challenging to stay engaged in the process. lack of interest on teaching and learning process also becomes other factors that increase boredom (Xie, 2021). Therefore, it is important to incorporate varied teaching to avoid learners' boredom in teaching and learning process, especially in EFL classroom.

Suggestopedia is considered as an appropriate approach that can motivate the learners in learning English as foreign language where the learners are facilitate with comfortable space and relaxing environment that support their learning process. Moreover, there were many researchers that conducted studies about the effect of this approach toward learners' motivation and language ability in language learning (Cholilullah, 2018; Djuhariah et al., 2012; Isnaini, 2021; Jumreni, 2017; Rodipah et al., 2023; Setia Deny et al., 2016).

Suggestopedia is an approach developed by the Bulgarian psychiatrist Georgi Lozanov for learning foreign languages which also known as desuggestopedia. To facilitate faster and better learning, Suggestopedia employs techniques that make learners feel relaxed, comfortable, and intrigued (Rustipa, 2011). It means that comfortable situation and condition are the main point

on conducting the teaching and learning process by using Suggestopedia. It emphasizes the importance of positive emotions, creativity, and a holistic approach to education.

The most notable characteristics of suggestopedia are the classroom's decoration, furniture, arrangement, use of music, and teacher's authority. Bright paint colors, motivational posters, the placement of learner chairs and workstations, and classroom trinkets can motivate learners (Sundari et al., 2022). It means that Suggestopedia creates a positive and pleasant experience for learners by creating a comfortable and relaxing environment, using music to create a relaxed and receptive state, and giving the teacher authority to create a captivating learning experience.

Commonly, it is difficult to find out adjustable classroom that fit with the learners' need because of the limitation of facilities or lack of support system from the institution. This condition acquires the lecturers to take the initiative to adjust the classroom become comfortable for the learners. Therefore, the lecturer should use all available resources to create the most positive environment imaginable (Farhani, 2022). Creating a positive learning environment entails valuing participatory teaching and learning, nurturing connections between learners, establishing a positive tone from the outset, and being enthusiastic. By utilizing all available resources to create the most positive learning environment conceivable, instructors can help learners feel safe, encouraged, valued, and supported, which can facilitate effective learning.

Moreover, music also plays important role on Suggestopedia where it uses music to enhance learning. Baroque music, classical music and symphonies are commonly used in implementing this approach. There are many sources and music that can be downloaded and used to support the learning environment by using Suggestopedia. As one of music used in Suggestopedia, classical music was more tranquil and serene, whereas the electronic music was fast-paced and stimulating (Domingo, 2007). In addition, there was an experimental research conducted Suggestopedia that using classical music can improve learners' vocabulary (Galti & Gbeyonron, 2017).

Generally, music is considered a great candidate to make the language classroom an optimal learning environment in which learners can increase their vocabulary and improve their listening, speaking, reading and writing skills. and develop their cultural knowledge (Piri, 2018). Music is an ideal form of cultural exposure for students, as it is an integral part of our experiences as people and serves as a language to communicate and build our cultural identities (Grimm, 2020). Beside making relax and enjoy the situation in language learning, music can be a powerful tool for exposing students to different cultures and broadening their perspectives.

Therefore, Suggestopedia is considered can creates a positive and pleasant experience for students by creating a comfortable and relaxing environment, using music to create a relaxed and receptive state, and giving the teacher authority to create a captivating learning experience. The teacher, lecturers or instructors have to set the classroom when they want to implement Suggestopedia to motivate their students in language learning. They can adjust and adapt Suggestopedia in line with their facilities. They also have to consider about kinds of music that they used in the classroom whether it is classical music or baroque music which are commonly used in Suggestopedia. Classical music is used to accompany extended dialogues, whereas baroque music is played back to induce a state of relaxed alertness in the learner.

METHODS

This study was conducted as qualitative research which aim to describe a real situation or phenomenon about the implementation of suggestopedia in EFL Classroom. It explored about how the use of music as a part of Suggestopedia approach can improve learners' motivation in language learning. Qualitative research is an inquiry process for comprehending a social or human problem based on the construction of a complex, holistic image, formed with words, reporting detailed views of informants, and conducted in a natural setting (Creswell, 2009).

In this study, the researcher did not take a part in teaching learning process. It observed a class that learn General English which take place at language laboratory of Universitas Mahaputra

Muhammad Yamin. The lecturer's activities in the class was observed and reported activities from beginning up to the end of the class. This study was conducted in a natural environment, with no attempts to manipulate the situation being examined.

Moreover, observation field notes were used in conducting this study. Observation was used to find out the activities done by the lecturer while she was applying the suggestopedia approach. It also used to observe learners' motivation during the teaching and learning process. The observation was done by writing all the activities of the lecturer and learners while the teaching learning process was held. Then, the data of this study was analyzed qualitatively by using descriptive analysis. There were several steps to describe and analyze the data. First, the data was collected from field notes. Then, it was organized the observation, and then decided what have to be reported. After analyzing the data, the data was described by classifying them into parts based on the problems of the study. Finally, the conclusion was made up.

RESULTS AND DISCUSSION

Main Features of Suggestopedia Used in EFL Classroom

Based on the observation done on the research, it was focused on the features of Suggestopedia that implemented by the lecturers in the classroom. There are several main features of the suggestopedia, including a comfortable environment, the use of music, peripheral learning, the less of assignments, and the incorporation of music, drama, and art into the teaching and learning process (Bhakti, 2011). It means that comfortable and enjoyable learning environment is the main point of Suggestopedia.

The implementation of Suggestopedia observed in this study have already served the learners with comfortable environment where the lecturers takes language laboratory in running the class. Beside provided with technology, the language laboratory was also facilitated with soundproof, air conditioner, audio and video equipment, and pictures on the wall. Unfortunately, because it used language laboratory, the chairs cannot be re-arranged. Conceptually, Suggestopedia vary the chairs arrangements where it was set semicircle and face to white board in order to make the students pay more attention (Kharismawati & Susanto, 2018).

Related to the use of music during the teaching and learning process, the lecturer has set the music before the learners entering the room. While they preparing their readiness to start the learning process, the instrumental music was played. The purpose is to make the learners enjoy and relax when they are going to start the lesson. Learners who encounter physical, behavioral, and psychological barriers can be helped to feel better through the use of music (Yuspitasari et al., 2020). Music was also played when the students' do the tasks and exercises during the teaching and learning process.

Moreover, learners were in a peripheral learning while implementing Suggestopedia. The learners acquire learning the material not only from direct instruction but also from indirect instruction. It is encouraged through the presence in the learning environment of posters and decoration depicting the target language and various grammatical information. When the learners got confused about something that they learnt, they can quickly find the solution by looking at the wall to see if they can find the information that available there (Kharismawati & Susanto, 2018).

Suggestopedia also less of assignments and homework. This is due to the fact that the method is intended to foster a calm and receptive learning environment in which learners can absorb new information easily. While the lecturer read to them in the target language, students can get relax in comfortable chairs. This approach enables the learners to assimilate the target language and use it naturally. It is essential to note, however, that while the Suggestopedia may require less homework and assignments, it still requires classroom participation and practice (Isnaini, 2021). In this study, the lecturer minimizes the activity in giving assignment and homework for the learners. She more focused on the learners' understanding about the materials and how they practice it directly.

The use of art is also become key features in implementing Suggestopedia. In this study, lecturer used colorful and interesting pictures that related to the materials that being learnt by the learners. When the learners get confused with the explanation, the lecturer lead them to the related pictures to connect their understanding. It because of pictures and art on Suggestopedia inspires leaners, facilitates their assimilation of new information, and promotes ethical relationships within the group (Kar, 2021).

Thus, based on the observation done on this study it can be summed up that the lecturer adjust Suggestopedia on teaching and learning process to make a comfortable and enjoyable learning environment for the learners. Even the learners' chairs cannot be re-arranged well, the lecturer optimized on the other key features of Suggestopedia. It makes the learners feel the different when they take the class in learning English as foreign language. They also got other learning experiences which facilitate them with calming and relaxing music which make them enjoy the learning process.

Learners' Reactions on the Music Used on Implementing Suggestopedia in EFL Classroom

Music plays important role in implementing Suggestopedia. The choice of music is carefully selected to match the desired mood and atmosphere for different learning activities. For example, lively and upbeat music may be used to energize and motivate learners during interactive exercises. Meanwhile, softer and slower music may be chosen for relaxation and reflection. The goal of using music in the classroom is to create a welcoming and stimulating atmosphere where learners will feel at ease and welcome to learn about the new things (Kharismawati & Susanto, 2018).

Commonly, Suggestopedia uses Baroque and Classical music to create a relaxed and receptive environment for the learners. Suggestopedia uses instrumental baroque music at the Largo tempo (60 beats per minute) to help the student achieve a relaxed level of attentiveness. The goal of using music like this is to increase recalling performance by at least 25% (Stiglic & Viner, 2019). It also in line with classical music such as Mozart music. Numerous studies have found that listening to Mozart's classical music helps people become smarter, feel less anxious, pay attention better, remember things better, and become more creative (Domingo, 2007; Jausovec et al., 2006; Pelayo, 2010; Yuspitasari et al., 2020). Mozart's classical music has a calming and balancing effect on the brain, in addition to being soft and well-balanced in terms of beat, rhythm, and harmony.

In this study, the lecturer selected several music which comes composers on the classical era such as Beethoven, Mozart, and Bach. In suggestopedia, learning sessions can be accompanied with peaceful background music composed by Beethoven, Mozart, and Bach. Their music's uplifting and calming qualities aid in fostering a happy and comfortable learning atmosphere and a receptive state of mind. The original version of suggestopedia had lengthy dialogues that were frequently several pages long and were accompanied by enduring classical music, like a Beethoven symphony (Kharismawati & Susanto, 2018). In addition, there are several recommended and suitable music that can be used in Suggestopedia such as Bach, Handel, Vivaldi, Telemann, and Corelli (Lica, 2009).

Moreover, based observation on this study, it can be seen that the learners were enjoy the learning process in the classroom. They got noise before entering the room, but they immediately silent after listening the music played in the room. They prepared themselves for learning without talking each other like they commonly do in other class. In addition, during the learning process, the learners also enjoy and listen carefully to the instruction and explanation given by the lecturers. Most of the learners looked enjoy the class with less of anxiety and more focus. Only 2 from 17 learners who were not interested on the learning process, they prefer to keep silent and do other activity without disturbing the others.

Furthermore, several study found out that music is an important component of Suggestopedia and that it helped learners to learn (Isnaini, 2021; Lica, 2009; Sundari et al., 2022).

Suggestopedia uses music to put learners at ease and encourage good recommendation. In addition, procedures in Suggestopedia help to activate memory. Hence, it has been discovered that playing music in the background or during memorization drills enhances learning (Domingo, 2007).

However, it is important to note that some learners may find certain types of music distracting or irritating, and it is essential to consider learners' preferences when implementing suggestopedia in the classroom. In other words, Suggestopedia can be adapted by using other types of music as long as it makes the learners enjoying the learning process and it do not distract their attention and learning focus. In order to promote successful learning, it is crucial to be realistic about classroom objectives and to set clear, attainable goals.

It is possible to use more energetic music to engage learners' enthusiasm and motivation in language learning. Because some learners may do not enjoy classical or baroque music. Sometimes, some of them feel sleeping when listening to instrumental music such as Beethoven or Mozart.

CONCLUSION

Suggestopedia is not an expensive approach even it is often considered a luxurious approach due to its emphasis on creating a safe, comfortable space in which students feel at ease and enjoy learning. That is become the main reason why most of teachers and lecturers can not implement Suggestopedia in language learning. Actually, creating a comfortable space for teaching and learning does not always have to be expensive. It can be adjusted with the condition as long as it gives comfortability for the students. The use of music also still become the main features in implementing suggestopedia where baroque and classical music often used on the process. The music actually still can be adapted with the learners' preferences where instrumental music not a requirement. Therefore, Suggestopedia is suitable for the teachers and lecturers who want to create a relaxed learning environment and promote positive suggestion in their teaching and learning process.

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