

## AN ANALYSIS OF SUGGESTOPEDIA METHOD LANGUAGE LEARNING

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### Abstract

*The title of this Independent Research is An Analysis of Suggestopedia Method Language Learning. The originator of the method we will be exploring in this analysis that language learning can occur at a much faster rate than what ordinarily transpires. The reason for our inefficiency, is that we set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will be limited in our ability to learn, that we will fail. One results is that we do not use the full mental powers that we have. We may be using only five to ten percent of our mental capacity. In order to make better use of our mental reserves, the limitations we think we have need to be “ de suggested” Suggestopedia, the application of the study of suggestions to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning.*

**Key word :** suggestopedia, method, language learning

### 1. INTRODUCTION

The origin considering of the method we will be exploring in this An Analysis of Suggestopedia Method Language Learning. that language learning can occur at a much faster rate than what ordinarily transpires. The reason for our inefficiency, is that we set up psychological barriers to learning : We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have. The proponents of the method claim that their method works equally well whether or not language learners spend time on outside study, and gifted and ungifted language learners study the target language successfully. His method can be used to teach both adults and children. His original method cannot be separated from the use of Yoga, role-play, hypnotizing, linear left hemisphere of the brain and that of intuitive, spatially responsive right hemisphere in a relaxed way which results in accelerated and highly motivated learning.

The elements of the method that are worth considering are an attractive classroom, teachers with a dynamic personality and a state of relaxed alertness in their students. Foreign language teachers need to be trained in acting and psychology in order for them to be able to present foreign language classes through gesture and intonation. The principles of the method are derived from observation based on control experiments (Stevick,1976:42).the first principle is that people are able to learn at rates many times greater that what we commonly assume to be the limits of human performance. The second principle is that learning is global; it involves the entire person. The third principle is that people learn either consciously or unconsciously or both, either rationally or both. Lozanov method is thought to be more concerned with irrational and unconscious processes. The concept up unconscious forms such as associating and coding. Lozanov (1982:148) gives an example of the process with the process of reading.

When we read something, we are not aware of the many unconscious components which constitute the activity,

for example, the ideas which build up notions, the letters and the words which we happen to be reading. The last principle is the one that many people do not always agree with. There are two basic kinds of suggestion in Lozanov method: direct and indirect. Direct suggestion is meant to deal with conscious processes and indirect suggestion to deal with unconscious processes. Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do to use a foreign language for everyday communication.

In order to do this, more of the students' mental powers must be tapped. This is accomplished by the suggesting the psychological barriers learners bring with them to the learning situation. The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect her. The students will retain information better from someone in whom they have confidence since they will be more responsive to "the suggesting" their limitations and suggesting how easy it will be for them succeed.

A Suggestopedia course is conducted in a classroom in which students are as comfortable as possible. Ideally, easy chairs, soft lighting and music are all available to contribute to a relaxing environment. Posters displaying grammatical information about the target language are hung around the room in order to take advantage of students' peripheral learning. The posters are changed every few weeks. Students select target language names and choose occupation during the course they create whole biographies to go along with their new identities. The teacher initiates interactions with the whole group of students and with individuals right from the beginning of a language course. Initially, the students can only respond nonverbally or with a few target language

words they have practiced. Later the students have more control of the target language and can respond more appropriately and even initiate interaction themselves. Students interact with each other from the beginning in various activities directed by the teacher.

A great deal of attention is given to students' feelings in this method. One of the fundamental principles of the method is that if students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily. It is considered important in this method that the psychological barriers that students bring with them be the suggested. Direct and indirect positive suggestions are made to enhance students' self-confidence and to convince them that success is obtainable. Students also choose target language names on the assumption that a new identity makes students feel more secure and thus more open to learning. Language is the first of two planes in the two-plane process of communication. In the second plane are the factors which influence the linguistic message. For example, the way one dresses or the nonverbal behavior one uses affects how one's linguistic message is interpreted.

The culture which students learn concerns the everyday life of people speak the language. The use of the fine arts is also common in Suggestopedia classes. Vocabulary is emphasized. Claims about the success of the method often focus on the large number of words that can be acquired. Grammar is dealt with explicitly but minimally. In fact, it is believed that students will learn best if their conscious attention is focused, not on the language forms, but on using the language. Speaking communicatively is emphasized. Students also read the target language (for example, dialogs) a write (for example imaginative compositions) Native language translation is used to make the meaning of the dialog clear.

The teacher also uses the mother tongue in class when necessary. As the course proceeds, the teacher uses the native language less and less. Evaluation usually is conducted on students' for all tests, which would threaten the relaxed atmosphere considered essential for accelerated learning. At least at beginning levels, errors are not corrected immediately since the emphasis is on students communicating their intended meaning. When errors of form do occur, the teacher uses the form correctly later on during class.

## 2. METHOD

Descriptively, data can be collected either by field research or library research. In this analysis the writer only concerns with one descriptive technique of collecting data, i. e. library research. Library research is done by selecting various books that are relevant to the analysis. The examples used in the analysis is taken from some source, such as text-book and other sources. The writer tries to choose and select the examples, as familiar as possible. Method Research based of qualitative Research. Library Research and translate some reference books. The manner of data can be library do translate some books. Qualitative Analysis based of form theory explanation so that some explain can be conclusion and discussion. By doing this, she hopes that the readers will understand them easily.

## 3. RESULT AND DISCUSSION

### 3.1 Principles of Suggestopedia

The Principles of the method are derived from observations based on control experiments (Stevick,1976:42).The first principle is that people are able to learn at rates many times greater that what we commonly assume to be the limits of human performance. The second principle is that

learning is global; it involves the3e entire person. The third principle is that people learn either consciously on unconsciously or both, either rationally or irrationally or both. Lozanov method is thought to be more concerned with irrational and unconscious processes. The concept of unconsciousness comprises numerous unconscious forms such as associating and coding.

When we read something, we are not aware of the many unconscious components which constitute the activity, for example, the ideas which build up notions, the letters and the words which we happen to be reading. The last principle is the one that many people do not always agree with.

There are two basic kinds of suggestions in Lozanov method :direct and indirect. Direct suggestion is meant to deal with conscious processes and indirect suggestion to deal with unconscious processes. The examples of conscious processes are all activities that occur in direct learning - teaching interaction. The examples of indirect suggestion are communication factors outside our conscious awareness such as voice, tone, facial expression, body posture and movement, speech tempo, rhythms, accent, etc. Another factor in language learning that can function as indirect suggestion is classroom arrangement, such as décor, lighting, noise level, etc

The two types of suggestion are often called two planes of learning process: they are conscious and rational plane and the plane of the non conscious and non rational (Stevick,1976:43). All kinds of suggestion can reinforce or hinder the processes of language learning. The inputs on these two planes should support each other, rather cancelling each other. In other words, everything in the communication and learning environment is a stimulus that will be processed at some level of mental activity. It is said that the more language

teachers can do to orchestrate purposefully the conscious as well as the unconscious Factors in the learning environment, the greater the chance to open the access to the great potential of the mental reserves.

### **3.2. There are ten usual procedure of reviewing the principles of a method suggestopedia;**

- 1) Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do this, more of the students' mental powers must be tapped. This is accomplished by the suggesting the psychological barriers learners bring with them to the learning situation.
- 2) The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect her. The students will retain information better from someone in whom they have confidence since they will be more responsive to her "the suggesting" their limitations and suggesting how easy it will be for them to succeed. Once the students trust the teacher, they can undergo in facilitation – adopting a childlike role. If they feel secure, they can be more spontaneous and less inhibited.
- 3) A Suggestopedia course is conducted in a classroom in which are as comfortable as possible. Ideally, easy chairs, soft lighting, and music are all available to contribute to a relaxing environment. Posters displaying grammatical information about the target language are hung around the room in order to take advantage of students' peripheral learning. The posters are changed every

few weeks. Students select target language names and choose new occupation. During the course they create whole biographies to go along with their new identities. The texts students work from are handouts containing lengthy dialogs in the target language. Next to the dialog is a translation in the students' native language. There are also some notes on the vocabulary and grammar in the dialog. The teacher presents the dialog during two concerts. These represent the first major phase \*(the receptive phase). In the first concert the teacher reads the dialog, matching her voice to the rhythm and pitch of the music. In this way, the "whole brain"(both the left and the right hemispheres) of the students becomes activated. The students follow the target language dialog as the teacher reads it out. They also check the translation During the second concert, the students simply relax while the teacher reads the dialog at a normal rate of speed. For homework the students read over the dialog just before they go to sleep, and again when they get up the next morning the activities include dramatizations, games, songs, and question-and answer exercises.

- 4) The teacher interactions with the whole group of students and with individuals right from the beginning of a language course. Initially, the students can only respond nonverbally or with a few target language words they have practice. Later the students have more control of the target language and can respond more appropriately and even initiate interaction themselves. Students interact with each other from the

- beginning in various activities directed by the teacher.
- 5) A great deal of attention is given to students' feelings in this method.
  - 6) One of the fundamental principles of the method is that if students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily. It is considered important in this method that the psychological barriers that students bring with them be the suggested. Direct and indirect positive suggestions are made to enhance students' self-confidence and to convince them that success is obtainable. Students also choose target language names on the assumptions that a new identity make students feel more secure and thus more open to learning.
  - 7) Language is the first of two planes in the two plane process of communication. In the second plane are the factors which influence the linguistic message. For example, the way one dresses or the nonverbal behavior one uses affects how one's linguistic message is interpreted. The culture which students learn concerns the everyday life of the people who speak the language. the use of the fine arts is also common in Suggestopedia classes.
  - 8) Vocabulary is emphasized. Claims about the success of the method often focus on the large number of words that can be acquired. Grammar is dealt with explicitly but minimally. In fact, it is believed that students will learn best if their conscious attentions focused, not on the language forms, but on using the language. Speaking communicatively is emphasized. Students also read the target language (for example, dialogs) and write (for example, imaginative compositions)
  - 9) Native language translation is used to make the meaning of the dialog clear. The teacher also uses the mother tongue in class when necessary. As the course proceeds, the teacher uses the native language less and less.
  - 10) Evaluation usually is conducted on students' normal in-class performance and not through formal tests, which would threaten the relaxed atmosphere considered essential for accelerated learning. At least at the beginning levels, errors are not corrected immediately since the emphasis is on students communicating their intended meaning. When errors of form do occur, the teacher uses the form correctly later on during class.

### 3.3 Means of suggestions

To create effective learning environment there are several means of suggestion which are the most powerful and essential for language teachers. This suggestion may overcome the anti-suggestive barriers the learners have (Dorothy, 1981: 28):

- 1) A careful orchestrated physical environment: an uncrowded room, aesthetically pleasing, well lighted, furnished with comfortable chairs to facilitate a relaxed state.
- 2) The teacher is through trained in the art of suggestive communication-with;
  - a). a well developed sense of authority,
  - b) ability to evoke a receptive, playful, child-like state in the students,
  - c) a mastery of double-plane behavior, especially the ability to use appropriately and purposefully suggestive

language, voice, intonation, facial, and body expression.

- 3) Music: certain selected music is used for special “concert” presentations of material to be learned. Music is also used to evoke a mentally relaxed state.
- 4) Carefully integrated suggestive written materials.
- 5) Visual stimuli: posters, pictures, charts, and illustrations. The arts offer us the gratest examples of unified suggestive expression, and we should make effort to integrate them into the learning environment.

It is clear that language teachers should be well trained in the Suggestopedia in order to present language materials through this method. Or, they just consider some of the basic principles of the method and implement them in foreign language teaching. The teacher is the most essential factor in the method. The personality of the teacher should have certain characteristic expected (Dorothy,1981:29).

The following are some of the characteristic expected from language teacher;

1. The teacher should love and master the subject
2. The teacher should have energetic, joyful, playful spirit.
3. The teacher should have a well-integrated personality.
4. The teacher should have well-developed sense of authority
- 5..The teacher should have balanced self-esteem and esteem for others.
6. The teacher should have well-developed feeling for music, especially classical.
7. The teacher should have flexible communication: ability to respond and incorporate.

To teach a foreign language through the Suggestopedia, language teacher is also expected to have sense of drama and the theatrical and knowledge

of visual arts.. This sense is needed to create the learning environment conducive to learning success since through this knowledge the teacher may provide the language learners with suggestion.

### **3.4. Basic Assumptions About Language**

Even though Lozanov does not articulate a theory of language, the method emphasizes on memorization of vocabulary and its native translation.(Richards and Rodgers,1986:144 and 2001).the materials to teach seem to be texts with its translation, followed by explanations of grammar of the foreign language (Dorothy,1981:1-22).The texts may comprise of dialogues, songs or pictures with words in a target language. In other words, the method suggests that language is seen as a set of grammatical rules and its vocabulary. Grammatical rules and its vocabulary are presented in texts. Language teachers should present and explain the grammar and vocabulary but these components of the language are not the main activity of the teachers.(Larsen-Freeman,1986:78 and 2000).

Translation into mother tongue is not avoided as long as it makes the meaning clear. The texts are graded by lexis and grammar. Language learners are expected to learn a vocabulary list consisting of new words in the target language. Since the method is proud of being able to make language learners have a working vocabulary consisting of 2,000 words after 5 weeks of learning (Dorothy,1981:24), memorization of words seems to be an important goal of the method. The textbook in the Suggestopedia approach plays an important role. The content and lay out should contribute the success in teaching and learning.

The text usually consists of a lighthearted story with a pleasant and emotional spot. The first lesson consists

of the greater part of the new materials-600 to 800 unfamiliar words (Lozanov, 1982: 158). This variety of vocabulary is meant for the students not feel conditioned in language choice.

### 3.5. Basic Assumptions About Language Learning

Like other methods, the Suggestopedia also has assumptions about learning. Some of the assumptions about learning:

- 1) Learning involves the unconscious function, as well as the conscious functions. we sometime remember the meaning of a word when we remember the meaning of a word when we remember the situation in which we learned the word. Sometimes we cannot avoid having unconscious process involved in the process of thinking. We may be aware of many other things that are connected with the word, such as object, actions, feeling, thoughts, and other things though we do not mean to think about them. In learning a foreign language learners are exposed to learning environment which accelerate the process of learning.
- 2) The norms of the society often block the process of learning. Language learners are often blocked by the limitations which the society has suggested. They sometimes think that certain processes of learning are culturally or ethically unacceptable. There is an ethical barrier (Dorothy, 1981:28). The learners tend to reject everything not in harmony with the ethical sense of the personality. This kind of sense may have been internalized by the norms of the society.
- 3) In learning learners need psychological tool include liveliness, joy and cheerfulness in

the learning environment. This can be seen in a language class of Suggestopedia, where the lighting is dim; there is soft music playing; there are some posters on the walls (Larsen-Freeman, 1986:73 and 2000). This kind of artistic learning environment is expected to reduce psychological tension.

- 4) Related to the second assumption, removing the psychic tensions will accelerate the process of learning. Tension removing can also be done through two channels: the design of the materials and the behavior of the teacher. The texts is designed in such a way that allows language learners to follow the printed texts in parallel native language and target language versions
- 5) Even though the teacher reads and recites the texts, he/she may give translations and explanations when needed. Related to the consciousness and unconsciousness, learning will take place effectively when there is a unity of the conscious and integral brain activation. The principle of unity of the conscious and unconscious and integral brain activation is in fact a principle of global. Not only are the learners' conscious reactions and functions utilized but also his conscious activity the principle recognizes the simultaneous global participation of the two brain hemispheres and the cortical and subcortical structures, and also the simultaneously occurring analysis and synthesis. When this principle is observed, the process of instruction comes to nearer to the natural psychological and physiological regularities in personality. The consciousness, in the sense of attitude and

motivation is lifted to a still higher level. Under the conditions of the suggestopedia educational system the process of instruction is not against the natural inseparability of the conscious and conscious functions (Lozanov, 1982:1982:155)

- 6) Activating learners, imagination will aid learning. This can be done by inviting the take learners to take mental trip with the teacher. All of the learners to take mental trip with the teacher. All of the learners are given new names in the target language and new identities. During the class, each of the students will create an imaginary biography about the life. The students will act differently as usual, depending on their new identities. Their new identities will make the students learn the target language with their imagination. Then, they will imagine that they are going to a country where the target language is spoken.

### 3.6 Procedures and the techniques of Suggestopedia

If you find Suggestopedia's principles meaningful, you may want to try some of the following techniques or to alter your classroom environment. Even if they don't all appeal to you, there may be some elements you could usefully adapt to your own style.

#### 1. Classroom Set-up

The challenge for the teacher is to create a classroom environment which does not look or feel like a normal classroom. This was accomplished in the classroom we visited by the use of dim lights, soft music, cushioned armchairs, and walls decorated with scenes from a country where the target language is spoken. These

conditions are not always possible. However, the teacher should try to provide as relaxed and comfortable an environment as possible.

#### 2. Peripheral Learning

This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

#### 3. Positive Suggestion

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: A teacher tells students they are going to be successful. But indirect suggestion, which appeals to the students' subconscious, is actually the more of the two. For example, indirect suggestion was accomplished in the class we visited through the use of music and comfortable physical environment. It helped the student relax and feel that the learning experience was going to be a pleasant one.

#### 4. Visualization

Visualization can be a vehicle for positive suggestion or it can be used simply to relax one's students. Students are asked to



close their eyes and to concentrate on their breathing. After a minute or so, the teacher speaking in a quiet voice, describes a scene or event. The description is detailed so students feel they are really there. When the description is detailed so student is complete, the teacher asks the students to slowly open their eyes and to return to the present. Some teachers have used such visualization exercises to activate students creativity just before their students do something in the target language – writing a composition, for example.

#### **5. Choose a New Identity**

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on the may be asked to talk or write about their fictional hometown, childhood, and family.

#### **6. Role-play**

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In the lesson we observed, the students were asked to pretend they were at a party and were going around meeting other people there.

#### **7. First Concert**

The two concerts are components of the receptive phase of the lesson. After the teacher has introduced the story as related in the dialog and has called his students' attention to some particular grammatical points that as rise in it, he reads the dialog in the target language. the students

have copies of the dialog in the target language and their mother tongue and refer to it as the teacher is reading. Music is played. After a few minutes, the teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical; the early Romantic period is suggested. The teacher's voice is usually hushed, but rises and falls with the music.

#### **8. Seconds Concert day.**

In the second phase, the students are asked to put their scripts aside. They simply close their eyes and listen as the teacher reads the dialog at a normal rate of speed. The teacher is seated and reads with musical accompaniment. This time the content governs the way the teacher reads the script, not the music, which is pre-classical or Baroque. At the end of this concert, the class ends for the day.

#### **9. Experience in the class.**

The first thing we notice when we enter the classroom is how different this room is compared with all the other classrooms we've been in so far. The students are seated in cushioned armchairs that are arranged in a semicircle facing the front of the room. The lighting is dim. There is soft music playing. There are several posters on the walls. Most of them are travel posters with scenes from America; a few, however, contain grammatical information. One has the conjugation of the verb "be" and the subject pronouns; another has the object and possessive pronouns. The teacher greets the students in Arabic and tell them that they are about to begin a new and exciting

experience in language learning. She says confidently , “ You won’t need to try to learn. It will just come naturally. Sit back and enjoy your self.

. ” The teacher puts on a record of *The Grand Canyon Suite* and invites the student to close their eyes and to become aware of their breathing. “ In, out. In, out. “ she says almost in a whisper. She then invites the students to take an imaginary trip with her. she tells them that they are going to visit America. She will be their

guide. She describes the airplane flight, what they will see when they first land and how they will feel in the airport. She tells them to listen to the English all around them and do feel themselves replying fluently ion English to questions posed to them by the customs and immigration officials. “Now,” she says, “ slowly bring your awareness back to this room, its sounds and its smells. When you are ready, open your eyes. Welcome to English!

### 3.7. Thinking about the Experience

Observation	Principles
1.The classroom is unusual : The students are seated in cushioned armchairs, the lighting is dim, soft music is playing.	Learning is facilitated in a relaxed, comfortable environment.
2.Among the posters hanging around the room are several containing grammatical information.	A student can learn from what is present in the environment, even if his attention is not directed to it (“Peripheral Learning”)
3.The teacher speaks reassuringly.	If the students trusts and respects the teacher’s authority, he will accept and retain information better.
4.The teacher tells them that learning the target language will be easy and enjoyable.	The teacher should recognize that learners bring certain psychological barriers with them to the learning situation. She should attempt to “ the suggest “ these.
5.The teacher invites the students to take a mental trip with her.	Activating the learners’ imagination will aid learning.
6.The teacher suggests that the students feel themselves replying fluently in English to the questions posed to them.	The teacher attempts to increase her students’ confidence that they will be successful learners. The more confident the students feel, the better they will learn.
7.The students choose new names and identities.	Assuming a new identity enhances students’ feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person.
8.The students greet each other and inquire about each other’s occupations.	The dialog that students learn contains language they can use immediately.
9.The students use the new English sentences as if they were at a party	When their attention is off the form of the language, an on the process of communicating, students will learn best.
10.The teacher distributes a lengthy handout to the class. The title of the dialog is “ To Want To Is To Be Able To.”	The teacher should integrate indirect positive suggestions.(“there is no limit to what you

	can do”) into the learning situation.
11.The teacher briefly mentions a few points about English grammar and vocabulary.	The teacher should present and explain the grammar and vocabulary, but not dwell on them.
12.In the left column is the dialog in the target language. in the right column is the mother tongue translation.	One way that meaning is made clear is through mother tongue translation.
13.The teacher reads the dialog with a musical accompaniment. She matches her voice to the volume and intonation of the music.	Communication takes place on “two planes “ on one the linguistic message is encoded; and on the other are factors which influence the linguistic message,. on the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unity between conscious and subconscious, learning is enhanced.
14.The teacher reads the script a second time as the students close their eyes and listen. This is done to different music.	A pseudo-passive state, such as the state one experiences when listening to a concert, is ideal for over coming psychological barriers for taking advantage of learning potential.
15.For homework ,the students are to read	At these times, the distinction between the conscious and the subconscious is most blurred and, therefore, optimal learning can occur.
16.The teacher gives the students hats to wear for the different characters in the dialog. The students take turns reading portions of the dialog.	Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.
17.The teacher instructs the students to pretend they are auditioning for a play.	The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.
18.The teacher leads the class in various activities involving the dialog, for example, question-and answer, repetition, and translation.	The teacher should help the students “active” the material to which they have been exposed. The means of doing this should be varied so as to avoid repetition as much as possible. Novelty aids acquisition.
19.She teaches the students as a children’s song.	Music and movement reinforce the linguistic Material. It is desirable that students achieve a state of “ in facilitation ”-having a childlike attitude-so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.

20.The teacher and students play a question and answer game with a ball.	In an atmosphere of play, the conscious of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.
21.The student makes an error by saying, “ How you do “ The teacher ignores the error at the time, but later uses the correct question structure herself.	Errors are to be tolerated, the emphasis being on content, not form a little later so the students will hear it used correctly.

#### 4.

#### CONCLUSION

The elaborations comprise reading and translation of the text, songs, games, an extra text (a monologue), retelling, and conversation on given themes. All this merges into role-playing should take place only when the students themselves express the wish to do it. The activation must be spontaneous. Thus the teaching and learning acquires sense and meaning. (Lozanov,1982;158). This technique is believed to have power to penetrate the unconsciousness of the learners. The teacher also assures the learners that they will be successful learners; the teacher speaks in an authoritative way. This technique is meant to suggest childlike interaction. His technique is meant This method uses a wide variety of means to help the students to achieve the childlike openness, plasticity and creativity. The idea of role playing with new identity is to bypass the left brain and permits the right brain to intake the target language. tis can relax the resistance to language acquisition that comes from the critical thinking of the left hemisphere.

It is believed that the left hemisphere constantly advises us that we should stick to what we know. The practicality of using Suggestopedia is also questionable since this method language teacher requires comfortable chairs and music which are often not available. It suggests that language teachers must try to extract from the insights of the method and adapt those

insights to their teaching contexts. This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialog out loud, as individuals or in group. In the lesson we observed, three groups of students read parts of the dialog in a particular manner : the first group, sadly; the next; angrily; the last, amorously. The students engage in various activities designed to help them learn the new material, l and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatizations, and games. The important thing is that the activities are varied and don't allow the students to focus on the form of the linguistic message, just the communicative intent.

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