

Implementation of the Suggestopedia Method in the English language Learning at the Hindu Religious Education Study Program, Gde Pudja State Hindu Religious Institute of Mataram

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ABSTRACT

This study aims to describe the perception of students of the Hindu Religious Education Study Program about the application of the Suggestopedia method in English learning, and the obstacles faced in the application of the method based on the theory of Behaviorism and Constructivism. Using descriptive qualitative methods, data was collected through observation, interviews, and documentation. The results of this study describe that the perception of students of the Hindu Religious Education Study Program majoring in Dharma Acarya towards the application of the Suggestopedia method is very positive, this means that the application of this method can be well accepted. The obstacles faced are expensive costs, because this method requires luxurious facilities, such as the use of musical instruments, sound systems, air-conditioned rooms, furniture, and others. In addition, this method requires more time and can only be applied to a small number of study groups, 10-15 students.

INTRODUCTION

Mastering English in the era of globalization will be a basic need, because English is an intermediary or medium of communication in various aspects of life globally. With the ability to speak English, it will make many conveniences in this life, including getting job opportunities. To obtain social privileges, to a certain extent depends on the ability to speak language in conveying the fruits of his thoughts. In other words, that people who are able to communicate have more opportunities to get away from various difficulties.

Furthermore, it can be said that those who are socially disadvantaged have limited language skills. They are poor in expressing their intentions, goals, motivations, interpretations and expectations. In daily life, it is often seen that job vacancies only accept workers who are able to speak English, meaning that for those who are poor in English, there are limited job opportunities, compared to those who have English language skills. From the above statement, it can be seen that there is a positive correlation between English language proficiency and the opportunity to obtain social facilities including employment.

The ability of a student to communicate in English, which can later be used as the main capital in achieving the above goals, depends on how the approach and learning method is carried out by the teacher (teacher or lecturer) during the learning process. Because the approach and learning method used will affect the reception and absorption of the material presented. The suitability of conditions, both facilities, and psychological, (affective, cognitive, and psychomotor aspects) and the environment of the students concerned with the approach and learning method carried out by a teacher will be able to make students able to grasp the subject matter in accordance with the learning expectations.

The above statement seems to be in line with what Mulianto Sumardi stated that in language learning, the measure of success is in the method used, because it is the method that determines the content and how to teach the language itself.

Likewise, learning English in the Hindu Religious Education Study Program seems to still experience difficulties even though various types of learning approaches and methods have been applied to overcome these difficulties, this can be seen from the level of ability and courage of students to express their ideas, opinions, or intentions and desires in English both orally and in writing.

The importance of learning methods in the process of learning activities, especially English learning, both formally such as on campus or at school, and non-formally such as in language courses or training. For this reason, this research will focus on the application of one of the language learning methods, namely the Suggestopedia method in English learning at the Hindu Religious Education Study Program, Gde Pudja State Hindu Religious Institute of Mataram.

In this study, two problems were raised, namely; a) what are the Apercptions of students of the Hindu Religious Education Study Program regarding the application of the suggestopedia method in English learning, b) what are the obstacles faced by both teachers and students in the application of

the Suggestopedia method in English learning in the Hindu Religious Education Study Program

This study aims to find out the perception of students of the Hindu Religious Education Study Program towards the application of the Suggestopedia method in English learning, and to find out the obstacles faced in the application of the Suggestopedia method in English learning in the Hindu Religious Education Study Program.

Theoretically, this research is useful as a contribution of thought in the world of education, especially regarding the selection and use of methods in learning English. And practically this research is useful to add references for other researchers related to research on the application of English learning methods.

THEORETICAL REVIEW

The theories related to language learning used in this study are:

Behaviorism Theory

The figure of this school is John B. Watson (1878 – 1958) who is known in America as the father of Behaviorism. His theory focuses on the directly perceived aspects of language behavior and the relationship between stimulus and response to the world around him. According to this theory, all behaviors, including responses are provoked by the presence of stimuli. If the stimulus has been observed and known, then the response can be predicted (Baharuddin, 2010).

A behaviorist considers that effective language behavior is the result of certain responses that are amplified. The response will be habitual or conditioned, either a response in the form of understanding or a response in the form of speech. A person learns to understand speech by reacting to stimuli adequately and gaining reinforcement for that reaction.

Another attempt to support the theory of Behaviorism in language acquisition was made by Osgood (1953). He explained that the process of semantic acquisition (meaning) is based on mediation or mediating theories. According to him, meaning is the result of a person's learning process and experience and is a mediation to symbolize something. The opinion of behaviorist psychologists who emphasize emphasizing empirical observation and the scientific method can only begin to explain the miracle of language acquisition and learning, but the vast field of language study remains untouched.

Constructivist Theory

Jean Piaget and Leu Vygotski are two names that have always been associated with Constructivism. Constructivists argue that humans form their own version of reality, they multiply the various ways of knowing and describing things in order to learn the acquisition of first and second languages.

Learning should be actively built by the learner himself rather than being explained in detail by others. Thus, the knowledge gained is obtained from experience. In addition, teachers also play an important role in encouraging

students to pay attention to the entire learning process and offer various ways of exploration and approaches.

This theory emphasizes more Quantum Learning which means how to compose various interactions, relationships and inspirations around the learning moment, and in practice Quantum Learning combines suggestions, learning acceleration techniques and neurolinguistics with certain theories, beliefs and methods (Bobbi de Peter, in Baharuddin, 2010)

METHODOLOGY

Research Design

This research is designed with various activities; 1) determine the method to be used in the research. 2) determine the place of research, in this case the Hindu Religious Education Study Program where there are more students and are active in learning English. 3) conduct initial observations to analyze the learning interests of students of the Hindu Religious Education Study Program. 4) Formulate a conceptual framework. 5) conducting an analysis of student perceptions related to the application of the suggestopedia method, 6) reflection and seminar on research results. 7) Preparation of external reports and journals.

Research Location

This research took place at the State Hindu Institute (IAHN) Gde Pudja Mataram which is located at Jalan Pancaka No. 7B Mataram, especially in the Department of Dharma Acarya, Hindu Religious Education Study Program. This location was chosen because the Hindu Religious Education Study Program has the most students compared to other education study programs, such as PG PAUD, and Hindu Religious Arts and Culture Education (PSBKH).

Data Types and Sources

This study uses a type of qualitative data in the form of descriptions or descriptions in the form of sentences. The primary data in this study is sourced from the results of observations and interviews with informants, namely students of the Hindu Religious Education Study Program who are taking English courses, totaling 21 people, and English lecturers who teach in the study program. Meanwhile, secondary data comes from documents such as lecturers' RPS, English textbooks, student attendance, and grades (daily assignments, UTS and UAS).

Informant Determination Techniques

The determination of informants uses purposive to select students who really have a high interest in learning, but have difficulty learning English.

Data Collection Techniques

Data on interest in learning English was carried out through observation techniques, while data on student perceptions related to the application of the Suggestopedia method was carried out by interview techniques

Data Analysis Techniques

The data analysis technique applied descriptive analysis and associative qualitative analysis to find the relationship between concepts between interest in learning English and the application of the Suggestopedia method.

Technique for Presenting Analysis Results

The results of data analysis in this study will be presented in a descriptive form in verbal form, using a variety of scientific language, clear and straightforward, and sorted according to the purpose of the research. The validity of the research results was carried out with a seminar on results.

RESULTS

Gde Pudja State Hindu Religious Institute of Mataram Profile

Gde Pudja State Hindu Religious Institute of Mataram is the only Hindu-based university in Mataram. It has 2 faculties, namely the Faculty of Dharma Acarya and the Faculty of Dharma Duta, Brahma Widya, and Dharma Sastra. The Faculty of Dharma Acarya opened the Strata 1 (S1) Program in 2 departments, namely: 1) Department of Dharma Acarya (Education) with 2 study programs, namely; a) Hindu Religious Education, b) Hindu Religious Arts and Culture Education Study Program, and 2) Education Department with two study programs, namely a) Study Program of Early Childhood Education (PAUD) and b) Teacher Professional Education Study Program (PPG). Faculty of Dharma Duta, Dharma Sastra, Brahma Widya with 3 Departments, namely the Department of Dharma Duta (Communication), Brahma Widya (Hindu Philosophy), and Dharma Sastra (Law). The Department of Dharma Duta with its study programs are: a) Communication Science Study Program, b) Hindu Economics Study Program, c) Economic Management Study Program, d) Tourism and Culture Study Program, Brahma Widya Department with 2 study programs, namely; a) Hindu Philosophy Study Program, and b) Priestly Study Program. The Department of Dharma Literature with 2 study programs, namely a) Hindu Law Study Program, and b) Customary Law. The Postgraduate Program consists of 1) Master Program (S2) with 2 study programs, namely Master of Hindu Religious Education and Master of Hindu Communication Sciences. 2) Doctoral Program (S3) with 2 Study Programs, namely a) Doctoral Program in Hindu Religious Education, and b) Doctoral Program in Hindu Communication Sciences.

The Faculty of Dharma Acarya, the Department of Education, especially the Hindu Religious Education Study Program with its fairly high student specialization, makes this study program one of the favorite study programs at Gde Pudja State Hindu Religious Institute of Mataram with the number of students continuing to increase every year. Students in this study program take a number of credits, namely general courses which include English, compulsory courses for majors, and elective courses. Output from the Faculty of Dharma Acarya, Hindu Religious Education Study Program is a candidate for Hindu Religious Teachers who are still needed and spread throughout the archipelago.

DISCUSSION

Suggestopedia is a language teaching method introduced by the Bulgarian educator Dr. Georgi Lozanov. The method was designed to accelerate the process of learning a foreign language, particularly for practical and everyday communication. One of the distinctive features of Suggestopedia is its emphasis on establishing a relaxed, supportive, and emotionally positive learning environment that enables learners to make better use of their natural learning potential. Rather than depending mainly on repetitive drills and memorization, Suggestopedia promotes meaningful, holistic, and interactive engagement with the target language.

A fundamental assumption underlying Suggestopedia is that difficulties in language learning are not always caused by learners' intellectual limitations. Instead, psychological barriers such as anxiety, fear of making mistakes, lack of confidence, and negative expectations may interfere with the learning process. Suggestopedia attempts to minimize these barriers through positive suggestion, music, enjoyable classroom interaction, and a supportive learning atmosphere. When learners feel secure, valued, and motivated, they are more likely to participate actively and acquire the target language in a more natural and less stressful manner.

The method also incorporates music, drama, storytelling, and role-playing activities to involve both the conscious and subconscious dimensions of learning. Lessons are frequently organized around narratives or situational dialogues in which students assume particular roles and participate in interactions resembling real-life communication. Such imaginative and immersive activities can support the retention of vocabulary, expressions, and sentence structures while making the learning process more interesting and enjoyable.

For teachers and prospective educators, Suggestopedia provides important insights into the relationship between emotional well-being, creativity, motivation, and successful language learning. It demonstrates that teaching should not be limited to the transmission of linguistic knowledge but should also consider learners' psychological and emotional conditions. In this sense, Suggestopedia challenges conventional teacher-centered approaches and offers an alternative model of instruction that is more dynamic, learner-centered, and humanistic. Although the method has received some criticism, its principles continue to influence educators who seek to create language classrooms that are more natural, engaging, and supportive.

Accordingly, the primary objective of Suggestopedia is to facilitate and accelerate foreign language acquisition for everyday communication by establishing a relaxed and emotionally supportive environment. Through positive suggestion, music, storytelling, role-play, and meaningful interaction, the method seeks to reduce psychological barriers and engage both conscious and subconscious learning processes.

Characteristics of Suggestopedia as a Teaching Method

There are nine major characteristics associated with the implementation of Suggestopedia in language teaching.

1. Positive suggestion is used to strengthen learners' confidence.

The method makes use of positive suggestion to reduce students' beliefs that they are incapable of succeeding in language learning. Teachers continuously encourage learners so that they develop confidence in their ability to use the target language.

2. A relaxed and comfortable learning environment is created.
The classroom should provide an atmosphere that supports relaxation and concentration. Elements such as comfortable seating, appropriate lighting, and soft background music may be used to reduce tension and facilitate learning.
3. Learners' imagination is actively encouraged.
Students may be asked to adopt new names, identities, professions, or personalities during learning activities. By assuming different roles, they can communicate more freely with the teacher and other students using the target language.
4. Grammar and vocabulary are introduced without excessive explanation.
Linguistic forms such as grammar and vocabulary remain important, but they are generally presented briefly and within meaningful contexts. The teacher avoids lengthy grammatical explanations that may interrupt communication and reduce students' interest.
5. The learners' first language may be used when necessary.
Translation into the students' native language can be employed to clarify meanings and help learners understand new words, expressions, or difficult linguistic structures accurately.
6. Learning involves both conscious and subconscious processes.
At the conscious level, learners focus on linguistic information, such as vocabulary, sentence patterns, or the meaning of a dialogue. At the same time, subconscious learning is supported through music, classroom atmosphere, and positive suggestion. These elements are intended to communicate the idea that learning can be comfortable and achievable.
7. Music, songs, drama, and other artistic activities are integrated into instruction.
Suggestopedia makes extensive use of artistic and creative activities. Music, singing, role-playing, storytelling, and drama are utilized to make language learning more engaging and emotionally meaningful.
8. The emphasis is placed more strongly on meaning and communication than on immediate accuracy.
At the initial stages of learning, students' mistakes are generally tolerated so that they are not afraid to communicate. Teachers subsequently provide appropriate language models and corrections in a subtle manner without interrupting students' confidence.
9. Assessment is primarily informal and performance-based.
Suggestopedia does not emphasize formal examinations. Students' progress is evaluated through their participation, interaction, classroom performance, and their ability to use the target language during learning activities.

Overall, these characteristics demonstrate that Suggestopedia is an approach to language teaching that seeks to accelerate learning by reducing psychological barriers through positive suggestion and a supportive classroom environment. A relaxed setting, sometimes complemented by soft music, comfortable classroom

arrangements, and other environmental elements, is intended to reduce learner anxiety and increase students' receptiveness toward the learning materials.

The method also places considerable emphasis on imagination. Learners may assume new identities and participate in communicative activities that encourage them to use the target language without excessive concern about mistakes. Grammar and vocabulary are still introduced, but they are generally presented concisely and contextually rather than explained through lengthy theoretical discussion. The students' native language may also be employed when necessary to ensure accurate understanding of unfamiliar vocabulary and expressions.

Suggestopedia assumes that learning takes place through both conscious and subconscious processes. While students consciously attend to linguistic information, music, classroom atmosphere, positive expressions, drama, and role-playing may indirectly influence their emotional state and readiness to learn. Therefore, the method gives greater priority to meaningful communication and participation than to immediate grammatical accuracy. Errors made by students during the early stages of learning are generally tolerated and are gradually addressed through appropriate language models provided by the teacher. Instead of relying heavily on formal examinations, learners' development is observed continuously through their classroom interaction and performance.

Students' Perceptions of Suggestopedia

The findings obtained through observations and interviews indicate that students in the Hindu Religious Education Study Program generally have a positive perception of the Suggestopedia method. They tend to accept the method favorably, particularly when it is applied to English language learning. Through Suggestopedia, students are provided with broader opportunities to express opinions, communicate ideas, and develop their thoughts through English.

One important reason for this positive response is the freedom students experience during the learning process. They are encouraged to participate without excessive fear of making linguistic mistakes. Their contributions are also acknowledged through encouraging expressions such as good, alright, and yes. Such positive reinforcement helps create an atmosphere in which learners feel respected and psychologically secure. As a result, students become less anxious about making errors in pronunciation, grammar, spelling, or other aspects of English.

This condition can also be explained from the perspective of behaviorist learning theory, which emphasizes observable behavior and the relationship between stimulus and response. Within this perspective, behavior can emerge or be modified in response to particular stimuli. In the Suggestopedia classroom, positive reinforcement, supportive verbal responses, music, learning activities, and the teacher's encouragement can function as stimuli that contribute to more confident and active student responses.

Suggestopedia also appears capable of increasing students' interest in learning English through the variety of activities incorporated into the teaching process. These activities may include participating in dramatic role-play, singing English songs, listening to music, telling stories, and engaging in other creative

learning experiences. Such variation helps establish a stimulating classroom environment and reduces the monotony commonly associated with conventional language instruction.

In this type of learning situation, students may become deeply involved in the activities to the extent that they do not strongly perceive themselves as participating in a formal English lesson. Instead, English is experienced naturally through enjoyable communication and interaction. Students who were previously passive or reluctant to participate in English lessons may gradually develop the courage to engage in learning activities as a result of the supportive influence of the method.

This phenomenon can also be connected with constructivist learning theory. Constructivism emphasizes that knowledge should be actively constructed by learners rather than simply transmitted in complete form by teachers. Learners develop understanding through their own experiences, interactions, interpretations, and participation in meaningful activities. From this perspective, Suggestopedia provides opportunities for students to build their knowledge through direct experiences involving communication, role-play, storytelling, music, and collaborative activities.

The teacher, nevertheless, continues to hold an important role. Rather than functioning solely as a transmitter of knowledge, the teacher becomes a facilitator who encourages students to participate in the entire learning process and provides various opportunities for exploration. Teachers can introduce different approaches and activities that allow students to discover more effective ways of understanding and using English.

Outcomes of Suggestopedia Implementation

The implementation of Suggestopedia in English language learning has produced several positive outcomes. Students tend to become more actively involved in classroom activities and demonstrate greater confidence in communicating in English. The approach can also contribute to the development of vocabulary and support improvement in the four main language skills: listening, speaking, reading, and writing.

Moreover, the relaxed and supportive learning atmosphere can help students understand instructional materials more easily. A classroom environment that minimizes fear and anxiety allows learners to concentrate more effectively and participate without excessive concern about making mistakes. Consequently, learners may develop stronger motivation to continue improving their English competence.

The principles of Suggestopedia can also be related to Quantum Learning, particularly because both emphasize the importance of combining various interactions, relationships, environmental elements, and sources of inspiration surrounding the learning process. Learning is understood not merely as the transfer of information but as an experience shaped by the interaction between learners, teachers, instructional media, classroom arrangements, and emotional conditions.

One important advantage of Suggestopedia is therefore its ability to create an attractive and engaging learning atmosphere. Classroom decoration, seating arrangements, instructional media, music, drama, games, songs, and varied learning activities may be integrated to create a more enjoyable learning environment. Such diversity can reduce boredom and help change negative perceptions about English learning, including beliefs such as “English is difficult,” “English is boring,” or other similar assumptions.

Limitations of Suggestopedia

Despite its advantages, Suggestopedia also presents several challenges in its implementation. One major limitation concerns the facilities that are sometimes associated with the method. An ideal Suggestopedia classroom may require a comfortable room equipped with furniture and technological facilities capable of creating a relaxing learning atmosphere. Examples include air-conditioning, carpeted floors, adjustable or movable chairs, appropriate lighting, and audio equipment for playing music or other learning materials.

Providing such facilities can require substantial financial resources. Consequently, implementing Suggestopedia in its complete or ideal form may be difficult for educational institutions with limited infrastructure and budgets. This challenge is particularly relevant for some religious higher education institutions where available resources may not always be sufficient to establish highly specialized learning environments.

However, the difficulty of providing luxurious facilities does not necessarily mean that Suggestopedia must be completely rejected or cannot be implemented in religious higher education. The more important consideration is that the method can be adapted to the actual conditions of the institution. Its essential principles do not depend exclusively on expensive physical facilities.

The central value of Suggestopedia lies in its attention to learners’ psychological conditions. Positive suggestion, encouragement, supportive interaction, freedom from excessive fear of mistakes, enjoyable learning activities, creativity, and a comfortable classroom atmosphere can still be implemented even when sophisticated facilities are unavailable. Teachers can employ simple and accessible resources, including mobile speakers, available classroom furniture, digital media, songs, stories, role-play, games, and encouraging verbal expressions.

Therefore, rather than concluding that Suggestopedia cannot be implemented in religious higher education institutions, it is more appropriate to state that its application may require contextual adaptation. The physical and technological components can be adjusted according to institutional resources, while its core psychological and pedagogical principles can still be maintained. In particular, the emphasis on positive suggestion and psychological support remains highly relevant because learners’ confidence, motivation, emotional security, and perceptions of their own abilities can significantly influence the process of acquiring and improving English language competence.

CONCLUSIONS AND RECOMMENDATIONS

From the above discussion, it can be concluded that the perception of students of the Hindu Religious Education Study Program majoring in Dharma Acarya towards the application of the Suggestopedia method is very positive, this means that the application of this method can be well accepted. Suggestopedia's learning methods provide luxurious and engaging learning facilities to create a relaxed and more comfortable learning atmosphere. From the psychological aspect, this Suggestopedia method can foster an interest in learning, eliminate boredom or boredom of learning and fear. In the application of this learning method, students are more courageous to express their ideas, opinions, views and wishes in English, because all opinions or opinions are always appreciated with expressions of praise and are not blamed or rejected. This method prioritizes how to motivate and develop students' interest in learning.

The Suggestopedia method is an effective alternative approach to English language teaching because it creates a comfortable, enjoyable, and low-stress learning environment. The use of positive suggestion, music, and communicative activities can enhance students' motivation, self-confidence, and language proficiency. When implemented appropriately and adapted to students' characteristics and learning needs, the Suggestopedia method can serve as an effective instructional strategy to improve the quality of English language teaching and learning.

Suggestions

From the discussion above, it can be suggested to Learning Participants to be more intensive in following the learning process, utilizing learning media and facilities to be able to increase learning motivation so that learning goals can be achieved. Lecturers or lecturers should be more prepared, both from mental and physical preparation, teaching materials, and the ability to use learning variations in an effort to facilitate the application of the Suggestopedia method. Gde Pudja State Hindu Religious Institute of Mataram can strive to provide the necessary facilities so that this learning method can be fully applied in an effort to motivate and improve maximum learning outcomes.

FURTHER STUDY

Future research is recommended to involve larger and more diverse samples from different educational institutions to enhance the generalizability of the findings. In addition, further studies may explore the long-term effectiveness of the Suggestopedia method, compare it with other language learning approaches, and examine additional factors that may influence students' English language learning outcomes.

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