

The Implementation of the Suggestopedia Method in Reading Comprehension Skills for Fourth Grade Elementary School Students

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ABSTRACT

Background: The Suggestopedia method is a learning approach that emphasizes providing positive suggestions to students through a comfortable, relaxed, and enjoyable learning environment. This method was developed by incorporating music, voice intonation, and a conducive classroom atmosphere to enhance students' concentration and their ability to absorb learning materials. Through this approach, the Suggestopedia method is believed to help students learn more effectively, particularly in improving their reading comprehension skills. **Aim:** This study aims to describe the implementation of the Suggestopedia method in instructional materials to improve the reading comprehension skills of fourth-grade elementary school students. The research employed a library research method using a qualitative descriptive approach with content analysis techniques. The data were collected from various relevant literature sources, including books, scientific journals, and previous research findings. The data collection technique involved document analysis of curriculum content standards for Indonesian language learning in elementary schools (SD/MI), theories of the Suggestopedia method, and the focus of Indonesian language learning materials for fourth-grade students. **Result and Discussions:** The findings revealed that six chapters in the fourth-grade Indonesian language curriculum are relevant for the implementation of the Suggestopedia method. These chapters include: Chapter 1 Fictional Stories and Life Values; Chapter 2 Understanding Nonfiction Texts; Chapter 3 Appreciating Children's Poetry; Chapter 4 Informative Texts (Facts and Opinions); Chapter 5 Simple Explanatory Texts; and Chapter 6 Indonesian Folktales. These six chapters are described according to the three stages of the Suggestopedia learning procedure proposed by Georgi Lozanov, as cited in Tarigan (2011), namely: the pre-session stage, the concert session stage, and the elaboration/active session stage.

Keywords: Suggestopedia Method, Learning Materials, Reading Comprehension, Fourth-Grade Elementary School Students



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INTRODUCTION

The Suggestopedia method is a teaching method that employs relaxation and concentration techniques to stimulate learners to utilize their subconscious mind, thereby enhancing their ability to retain a greater amount of vocabulary and grammatical structures. This method originated in Bulgaria and was developed by Georgi Lozanov in 1978, a psychotherapist and physicist (Tarigan, 2011).

The Suggestopedia method is also known as Suggestive-Accelerative Learning and Teaching (SALT) or the Lozanov Method. Its distinctive characteristics include a "suggestive" learning environment, featuring soft lighting, gentle background music, cheerful classroom decorations, comfortable seating arrangements, and dramatic teaching techniques employed by the teacher during lesson delivery. Collectively, these elements are intended to create a relaxed atmosphere that enables students to become more receptive to language learning without feeling pressured or burdened (Tarigan, 2011).

To implement the Suggestopedia method effectively, three essential components are required: (1) an attractive classroom with soft lighting and a pleasant learning atmosphere; (2) a dynamic teacher who is capable of presenting learning materials creatively while motivating students; and (3) students who are prepared to learn in a relaxed yet attentive state within the suggestive learning environment (Tarigan, 2011).

Reading skill is one of the fundamental aspects of language proficiency. According to Tarigan (2008, p. 9), reading skills encompass two main aspects: mechanical skills and comprehension skills. Mechanical skills involve the ability to recognize letters, words, and punctuation marks, whereas comprehension skills involve the ability to grasp meaning, interpret the content of a text, and draw conclusions from what has been read.

Reading comprehension is the process of reading with the aim of understanding the overall content of a text, including both its explicit and implicit meanings. Reading is not merely

the act of pronouncing words; rather, it is an active thinking process in which readers interpret the meaning contained within a text (Tarigan, 2015).

To develop reading comprehension skills, an instructional method that stimulates both the cognitive and affective aspects of learners is required. The Suggestopedia method, with its emphasis on relaxation and positive suggestion, can help students comprehend texts through an enjoyable learning experience. Classical music and the teacher's gentle communication create a conducive learning environment, enabling students to absorb and understand the meaning of a text more easily without feeling pressured.

Students in Phase B, particularly those in Grades III and IV of elementary school, are expected to develop language skills for communication and reasoning according to specific purposes when interacting with peers and adults about topics in their surrounding environment. They are expected to demonstrate an interest in reading texts, understand and communicate ideas from informational texts, express ideas during group work and discussions, and present their opinions both orally and in writing. In addition, they are expected to expand their vocabulary through various language and literary activities covering diverse topics and to read fluently.

Fourth-grade elementary school students are in the concrete operational stage of cognitive development. At this stage, children aged approximately 7 to 11 years begin to think logically; however, their reasoning remains limited to concrete objects and real-life experiences. Consequently, they require learning experiences that are concrete, engaging, and meaningful to facilitate their understanding of concepts (Piaget, as cited in Juwantara, 2019, p. 29).

In the context of reading instruction, fourth-grade students are transitioning from beginning reading to more advanced reading comprehension. During this stage, they become increasingly capable of logical thinking, although their reasoning is still largely dependent on concrete situations and experiences (Piaget, as cited in Juwantara, 2019).

In practice, many fourth-grade students encounter difficulties such as low reading interest, challenges in comprehending the meaning of texts, and boredom during reading activities (Kholiq & Luthfiyati, 2020). These conditions are supported by findings from previous studies. Munawaroh (2021) found that monotonous and uncomfortable learning environments can hinder the development of students' language abilities. Similarly, Nurussadah (2024) reported that students comprehend texts more effectively when instruction is designed to be engaging, relaxing, and enriched with positive suggestions. Furthermore, Luthfiani and Sumardi (2023) revealed that emotional factors and a pleasant classroom atmosphere significantly contribute to improving students' poetry reading abilities.

Based on the phenomenon described above, there is a need for an instructional method that not only emphasizes reading techniques but also creates a comfortable, relaxed, and

enjoyable learning environment to help students better comprehend reading texts. Theoretically, the Suggestopedia method emphasizes relaxation, music, positive suggestion, and a humanistic learning atmosphere, which are believed to enhance students' interest, motivation, and reading comprehension skills. However, preliminary observations and findings from previous studies indicate that reading instruction in fourth-grade elementary classrooms is still largely characterized by monotonous and less engaging learning environments that have not optimally incorporated suggestive learning approaches. As a result, many students continue to experience difficulties in understanding the content of reading texts. This condition reveals a gap between the theoretical assumptions of Suggestopedia, which advocate an effective and supportive learning environment, and the actual classroom practices, where such an approach has not been implemented optimally.

Furthermore, previous studies have primarily focused on examining the effectiveness or impact of the Suggestopedia method on learning outcomes and reading skills. To date, there has been limited research specifically describing the implementation of the Suggestopedia method in Indonesian language instructional materials for fourth-grade elementary school students within the Merdeka Curriculum. Therefore, this study aims to describe the implementation of the Suggestopedia method in Indonesian language learning materials to improve the reading comprehension skills of fourth-grade elementary school students. Specifically, the study focuses on describing the implementation of the Suggestopedia method across six chapters of the Grade IV Indonesian Language curriculum for elementary schools (SD/MI) under the Merdeka Curriculum that are relevant to the characteristics and principles of the Suggestopedia method.

Through the implementation of the Suggestopedia method in reading comprehension instruction at the elementary school level, students are expected to learn in a comfortable, enjoyable, and pressure-free environment, enabling them to comprehend reading texts more effectively. Furthermore, this method can help students develop greater self-confidence and foster positive attitudes toward reading activities.

Based on the discussion above, it can be concluded that reading instruction in elementary schools should employ teaching methods that not only emphasize cognitive development but also take into account students' affective and emotional aspects. Reading comprehension is an active cognitive process that requires readers to understand, interpret, and critically connect information presented in a text. In the context of elementary education, this skill should be developed from an early stage to enable students to become independent learners and reflective thinkers. The Suggestopedia method, which emphasizes a relaxed learning atmosphere and positive suggestion, has considerable potential for application in reading comprehension instruction to

enhance both students' reading comprehension and their learning motivation, particularly among fourth-grade elementary school students.

METHOD

This study employed a library research method using a qualitative descriptive approach. The qualitative descriptive approach was selected because the study does not focus on numerical or statistical data; instead, it seeks to develop an in-depth understanding of the concepts, theories, and implementation of the Suggestopedia method in teaching reading comprehension to fourth-grade elementary school students. Through this approach, the researcher describes the implementation of the Suggestopedia method based on findings derived from relevant literature.

The data sources consisted of both primary and secondary sources. The primary data sources included *Pengajaran dan Pembelajaran Bahasa* by (Tarigan, 2011), which explains the concepts and procedures of the Suggestopedia method; the Learning Outcomes (*Capaian Pembelajaran/CP*) and the Indonesian Language syllabus of the Merdeka Curriculum for elementary schools (SD/MI); and the Grade IV Indonesian Language teacher's and students' textbooks based on the Merdeka Curriculum. The secondary data sources comprised scientific journal articles, reference books, and previous studies related to the Suggestopedia method, reading comprehension instruction, and the characteristics of elementary school students.

Data were collected through a document analysis technique by examining various documents relevant to the focus of the study. These documents were analyzed to obtain information regarding the characteristics of the Suggestopedia method, the Indonesian language learning materials for Grade IV SD/MI, and the relationship between the two in the context of reading comprehension instruction.

The data were analyzed using content analysis. The analysis was conducted through four stages: (1) identifying all chapters of the Grade IV Indonesian Language learning materials based on the Merdeka Curriculum; (2) selecting the chapters that are relevant to the characteristics of the Suggestopedia method; (3) mapping the selected materials onto the three instructional phases of Suggestopedia proposed by Lozanov, as cited in (Tarigan, 2011), namely the *pre-session*, *concert session*, and *elaboration/active session*; and (4) developing a narrative description of the implementation of the Suggestopedia method for each selected chapter. These analytical procedures provided a systematic description of the implementation of the Suggestopedia method across six chapters of the Grade IV Indonesian Language curriculum for elementary schools (SD/MI), which were identified as relevant for improving students' reading comprehension skills.

This study employed a qualitative descriptive approach. Qualitative research is a research method used to investigate phenomena in their natural settings, in which the researcher serves as the primary instrument for data collection and

analysis, and the findings are presented descriptively (Sugiyono, 2021: 9). Descriptive research commonly employs various methods, including surveys, case studies, developmental studies, correlational studies, follow-up studies, document analysis, and trend analysis (Sion, 2017: 62).

The data collection technique employed in this study was document analysis. Data were collected by examining various documents relevant to the focus of the research, including *Pengajaran dan Pembelajaran Bahasa* by (Tarigan, 2011), the Learning Outcomes (*Capaian Pembelajaran/CP*) and the Indonesian Language syllabus of the Merdeka Curriculum, the Grade IV Indonesian Language teacher's and students' textbooks for elementary schools (SD/MI), as well as scientific journal articles and previous studies related to the Suggestopedia method and reading comprehension skills. Through document analysis, the researcher obtained data concerning the concepts of the Suggestopedia method, the characteristics of Grade IV Indonesian language learning materials, and the suitability of implementing the Suggestopedia method in reading comprehension instruction.

The collected data were subsequently analyzed using qualitative content analysis, as proposed by (Muliawan, 2014). Content analysis is a qualitative data analysis technique that aims to describe a phenomenon systematically, objectively, and comprehensively based on the content of the documents being examined. In this study, the analysis was conducted through four stages: (1) identifying all chapters of the Grade IV Indonesian Language learning materials based on the Merdeka Curriculum; (2) selecting the chapters that are relevant to the characteristics of the Suggestopedia method; (3) mapping the selected materials onto the three instructional phases of Suggestopedia proposed by Lozanov, as cited in (Tarigan, 2011), namely the *pre-session*, *concert session*, and *elaboration/active session*; and (4) developing a systematic narrative description of the implementation of the Suggestopedia method for each selected chapter. Through these analytical procedures, the study provides an objective and comprehensive description of the implementation of the Suggestopedia method in Grade IV Indonesian Language learning materials for elementary schools (SD/MI) to enhance students' reading comprehension skills.

Accordingly, the researcher conducted a literature review by examining relevant documents obtained from libraries and schools. The documents were subjected to content analysis in accordance with the research problem, which focuses on examining the implementation of the Suggestopedia method in reading comprehension instruction for fourth-grade elementary school students based on the Grade IV Indonesian Language syllabus of the Merdeka Curriculum for SD/MI.

RESULTS AND DISCUSSION

Four sets of data were obtained from the analysis conducted in this study: (1) data derived from document

analysis; (2) data from the analysis of language teaching methods within the focus of the Grade IV Indonesian Language learning materials for elementary schools (SD/MI); (3) data from the document analysis of the content standards for Grade IV Indonesian Language learning materials under the Merdeka Curriculum; and (4) data from the analysis of the implementation procedures of the Suggestopedia method in language teaching within the Indonesian Language and Literature learning materials for Grade IV SD/MI, based on Georgi Lozanov's theory as presented in Tarigan (2011).

These four sets of research data were obtained from documentary sources, including: (1) the document on the Suggestopedia theory by Prof. Dr. Henry Guntur Tarigan (2011); (2) the Indonesian Language syllabus for elementary schools (SD/MI) under the Merdeka Curriculum; and (3) the Grade IV Indonesian Language teacher's and students' textbooks of the Merdeka Curriculum obtained from the Library and Archives Office of Palangka Raya City.

Following the identification process, only six chapters were found to have a high level of compatibility with the implementation of the Suggestopedia method, particularly those involving narrative texts, children's poetry, and informational reading materials. The most suitable learning materials include fictional stories, children's poetry, and Indonesian folktales, as these genres support suggestive reading, the use of background music, and the creation of a relaxed and enjoyable learning atmosphere.

The discussion of the findings focuses on the implementation of the Suggestopedia method in teaching reading comprehension to fourth-grade elementary school students. This study employed a qualitative descriptive approach using document analysis of the syllabus, learning outcomes, instructional materials, and lesson plans for the Grade IV Indonesian Language subject under the Merdeka Curriculum, with a particular emphasis on reading comprehension skills.

Fourth-grade elementary school students are in the concrete operational stage of cognitive development, during which they tend to understand learning materials more effectively when they are presented in a concrete, engaging, and meaningful manner. The findings indicate that the Suggestopedia method, which emphasizes a relaxed learning environment, positive suggestion, background music, and gentle voice intonation, is well suited to the psychological and cognitive developmental characteristics of fourth-grade students.

The instructional documents analyzed in this study indicate that a pleasant and non-threatening learning atmosphere is one of the essential prerequisites for achieving reading comprehension. The Suggestopedia method helps minimize emotional barriers, such as boredom, anxiety, and fear of making mistakes, which are commonly experienced by students during reading activities. This finding is consistent with Tarigan (2011), who argues that Suggestopedia enables

students to maximize their learning potential by fostering positive emotional conditions.

Based on the Suggestopedia theory proposed by Georgi Lozanov, as presented in Tarigan (2011), there are three instructional phases that teachers can implement in the teaching and learning process:

- a. Pre-Session
- b. Concert Session
- c. Elaboration/Active Session

In this study, the researcher identified the focus of the Indonesian Language learning materials for Grade IV elementary schools (SD/MI) under the Merdeka Curriculum. The identification covered all chapters of the curriculum. The results indicated that six chapters are highly suitable for implementing the Suggestopedia method within their instructional strategies. These chapters are: (1) Chapter 1 *Fictional Stories and Life Values*; (2) Chapter 2 *Understanding Nonfiction Texts*; (3) Chapter 3 *Appreciating Children's Poetry*; (4) Chapter 4 *Reading Informational Texts*; (5) Chapter 5 *Simple Explanatory Texts*; and (6) Chapter 6 *Indonesian Folktales*.

The implementation of the Suggestopedia method in the *Fictional Stories and Life Values* chapter demonstrates its consistency with relevant learning theories. Suggestopedia, developed by Georgi Lozanov, emphasizes the importance of providing positive suggestions within a comfortable, relaxed, and enjoyable learning environment. This approach aims to optimize both the conscious and subconscious functions of learners, thereby enhancing their concentration and ability to absorb learning materials.

During the pre-session phase, the teacher prepares a conducive learning environment by arranging the classroom, playing soft instrumental music, and providing positive suggestions to students. These activities represent the fundamental principles of the Suggestopedia method. This phase is intended to establish students' psychological readiness for learning by creating a relaxed atmosphere in which they become more receptive to the instructional materials. This finding is consistent with Tarigan (2011), who argues that a suggestive learning environment characterized by soft lighting, music, and positive communication can improve students' readiness and learning comfort.

In the concert session, the teacher reads the fictional text expressively using varied voice intonation accompanied by soft background music. This activity reflects the central concept of the concert session in Suggestopedia, in which learning materials are presented in a suggestive manner to facilitate students' comprehension of the text. The use of music and expressive intonation enhances students' concentration, strengthens memory retention, and facilitates their understanding of textual meaning (Tarigan, 2011).

During the elaboration/active session, students actively participate by rereading the text individually or collaboratively in groups and identifying the intrinsic elements of the story, such as characters, plot, setting, and moral values. The teacher

also reinforces students' participation by providing positive feedback and encouragement. This phase demonstrates that Suggestopedia is not limited to the presentation of learning materials but also emphasizes strengthening students' understanding through meaningful learning activities. This is consistent with the activation principle of Suggestopedia, which aims to reinforce learning through students' active engagement.

From the perspective of reading skills, the implementation of the Suggestopedia method is consistent with the theory of reading comprehension, which views reading as an active cognitive process involving understanding, interpreting, and reflecting upon the content of a text (Tarigan, 2008). Through a pleasant, supportive, and pressure-free learning environment, students are better able to comprehend texts at the literal, inferential, and critical levels of reading comprehension.

Furthermore, the implementation of the Suggestopedia method is consistent with the cognitive developmental characteristics of fourth-grade elementary school students, who are in the concrete operational stage. At this stage, students learn more effectively through meaningful, concrete, and engaging learning experiences (Piaget, as cited in Juwantara, 2019). Therefore, the relaxed learning environment, positive suggestion, and contextual learning activities promoted by the

Suggestopedia method are well suited to supporting students' reading comprehension and active participation in the learning process.

The implementation of the Suggestopedia method is further supported by findings from previous studies. Munawaroh (2021) reported that Suggestopedia creates a conducive learning environment and enhances students' language skills. Similarly, Nurussadah (2024) found that learning activities conducted in a relaxed atmosphere and supported by positive suggestion improve students' comprehension of instructional materials. In addition, Luthfiani and Sumardi (2023) demonstrated that positive emotional conditions and an enjoyable classroom environment significantly contribute to the improvement of students' reading skills.

Based on these findings, it can be concluded that the implementation of the Suggestopedia method in teaching fictional stories and life values is not only consistent with learning theories and students' developmental characteristics but is also supported by previous empirical studies demonstrating its effectiveness in improving reading comprehension skills at the elementary school level. The method effectively creates a conducive learning environment, enhances students' motivation, and helps them develop a deeper understanding of reading texts.

Table I. Initial Competencies and Learning Outcomes (CP) of Grade IV Indonesian Language for Elementary Schools (SD/MI) under the Merdeka Curriculum

Initial Competencies	Learning Outcomes (CP)
Students are able to read fluently and identify the basic elements of simple stories.	Students are able to identify the main idea, characters, character traits, setting, and moral message of fictional texts.

Source: *Ministry of Education, Culture, Research, and Technology* (Kemdikbudristek, 2022).

The implementation of the Suggestopedia method in teaching nonfiction texts demonstrates its consistency with relevant learning theories. Developed by Georgi Lozanov, the Suggestopedia method emphasizes the importance of creating a comfortable, relaxed, and focused learning environment through positive suggestion. This approach aims to enhance students' concentration and their ability to absorb instructional materials, particularly in understanding factual information presented in nonfiction texts.

During the pre-session, the teacher creates a conducive classroom atmosphere, provides positive suggestions by assuring students that identifying important information is a manageable task, and poses introductory questions to activate students' prior knowledge. These activities reflect the application of the initial suggestion principle in the Suggestopedia method. This phase is intended to prepare students psychologically, enabling them to feel more confident and ready to participate in the learning process. This finding is consistent with Tarigan (2011), who argues that positive

suggestion and a pleasant learning environment can enhance students' mental readiness and learning motivation.

During the concert session, the teacher reads the nonfiction text at a clear and steady pace while students listen attentively and identify the key points of the text. The repetition of sentences containing the main ideas, accompanied by appropriate vocal emphasis, reflects the application of the concert session principle in Suggestopedia, in which learning materials are presented suggestively through voice intonation and rhythm to reinforce students' comprehension. In the context of nonfiction texts, this approach is adapted to the characteristics of the genre, which emphasize the clarity of information and the accurate understanding of textual content. The use of intonation, repetition, and background music during instruction can enhance students' concentration and strengthen their retention of the information presented (Tarigan, 2011).

Subsequently, during the elaboration/active session, students actively identify the main idea of each paragraph, record important information, and discuss their findings collaboratively in small groups. The teacher provides clarification and reinforces students' responses throughout the discussion. This stage reflects the activation principle of the

Suggestopedia method, which emphasizes strengthening understanding through active participation and meaningful learning experiences. Accordingly, Suggestopedia functions not only as a method for presenting instructional materials but also as an approach to systematically reinforcing students' comprehension.

From the perspective of reading comprehension theory, this implementation is also consistent with Tarigan (2008, 2015), who argues that reading comprehension is an active cognitive process involving the identification of main ideas, the understanding of information, and the interpretation of textual meaning. In nonfiction texts, the ability to identify key information and determine the main idea of each paragraph constitutes a primary indicator of successful reading comprehension. Therefore, the Suggestopedia method, which integrates positive suggestion, repetition, and structured learning activities, effectively supports students in developing a more systematic understanding of nonfiction texts.

Furthermore, the implementation of the Suggestopedia method is consistent with the cognitive developmental characteristics of fourth-grade elementary school students. According to Piaget's theory of cognitive development, students at this age are in the concrete operational stage, during which they are better able to understand information that is presented clearly, systematically, and within meaningful contexts (Piaget,

as cited in Juwantara, 2019). Therefore, nonfiction reading instruction that emphasizes the identification of main ideas and key information through concrete learning activities is well suited to students at this stage of development.

The implementation of the Suggestopedia method in teaching nonfiction texts is also supported by previous research findings. Munawaroh (2021) reported that the Suggestopedia method creates a conducive learning environment and enhances students' language skills. Similarly, Nurussadah (2024) found that learning activities conducted in a relaxed atmosphere and supported by positive suggestion improve students' comprehension of instructional materials. In addition, Luthfiani and Sumardi (2023) demonstrated that a pleasant classroom atmosphere and positive emotional conditions significantly contribute to the improvement of students' reading skills.

Based on these findings, it can be concluded that the implementation of the Suggestopedia method in teaching nonfiction texts is consistent with both learning theory and reading comprehension theory and is further supported by previous empirical studies. The method effectively assists students in understanding nonfiction texts in a structured manner by fostering a conducive learning environment, providing positive suggestions, and engaging students in active and meaningful learning activities.

Table II. Initial Competencies and Learning Outcomes (CP) of Grade IV Indonesian Language for Elementary Schools (SD/MI) under the Merdeka Curriculum

Initial Competencies	Learning Outcomes (CP)
Students are able to read simple texts.	Students are able to identify the main information and main ideas in nonfiction texts.

Source: Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2022).

The implementation of the Suggestopedia method in teaching children's poetry is consistent with learning theories that emphasize the emotional and aesthetic dimensions of language learning. Developed by Georgi Lozanov, the Suggestopedia method focuses on providing positive suggestion through a comfortable, relaxed, and enjoyable learning environment to optimize students' learning potential. In the context of poetry instruction, this approach is particularly appropriate because poetry requires not only an understanding of literal meaning but also an appreciation of sound, rhythm, imagery, and the emotional atmosphere conveyed in the text.

During the pre-session, the teacher creates a calm and emotionally supportive learning environment while providing positive suggestions to encourage students to appreciate the beauty of the sounds and rhythms of poetic language. This stage reflects the fundamental principles of Suggestopedia, which emphasize students' emotional readiness before the learning process begins. A suggestive learning environment incorporating relaxation, background music, and positive communication helps students become more receptive to and engaged with the learning materials (Tarigan, 2011).

In the concert session, the teacher reads the poem expressively using appropriate rhythm, intonation, and facial expressions

while soft background music complements the mood of the poem. The poem is read repeatedly, with particular emphasis placed on lines containing deeper meanings. This practice illustrates the application of the concert session principle in Suggestopedia, whereby instructional materials are presented suggestively through musicality and expressive delivery to deepen students' comprehension. The use of music and varied intonation enhances students' concentration, strengthens memory retention, and facilitates their understanding of the implicit meanings contained in the poem (Tarigan, 2011).

Subsequently, during the elaboration/active session, students read the poem expressively and participate in discussions concerning the meanings of words, the atmosphere, and the messages conveyed in the poem. The teacher provides reinforcement and constructive feedback on students' interpretations, enabling them to develop a deeper understanding of the literary text. This stage reflects the

activation principle of Suggestopedia, which emphasizes strengthening comprehension through students' active participation in meaningful learning experiences.

From the perspective of reading comprehension theory, this implementation is consistent with Tarigan (2008), who argues that reading is a process of understanding and interpreting both explicit and implicit meanings within a text. In poetry instruction, comprehension extends beyond literal understanding to include interpretative and appreciative responses to literary language. Therefore, the Suggestopedia method, which integrates emotional engagement, musicality, and meaningful learning experiences, effectively supports students in developing a deeper appreciation and understanding of poetry.

Furthermore, the implementation of the Suggestopedia method is consistent with the cognitive developmental characteristics of fourth-grade elementary school students. According to Piaget's theory of cognitive development, students at this stage are in the concrete operational stage, in which learning is more effective when supported by concrete experiences, enjoyable classroom environments, and engaging instructional media (Piaget, as cited in Juwantara, 2019). In this context, the use of music, expressive reading, and direct

participation in poetry recitation helps students appreciate and comprehend the meaning of poems more concretely.

The implementation of the Suggestopedia method in children's poetry instruction is also supported by previous research. Nurussadah (2024) found that Suggestopedia, when combined with a relaxed learning atmosphere and engaging instructional media, improves students' poetry reading and writing skills. Likewise, Luthfiani and Sumardi (2023) reported that the emotional emphasis and enjoyable learning environment promoted by Suggestopedia significantly enhance students' poetry reading ability. Similarly, Munawaroh (2021) concluded that Suggestopedia creates a conducive learning environment that increases students' participation and language proficiency.

Based on these findings, it can be concluded that the implementation of the Suggestopedia method in children's poetry instruction is consistent with learning theory and reading comprehension theory and is further supported by previous empirical studies. The method effectively facilitates students' deeper understanding and appreciation of poetry by fostering a positive emotional atmosphere, incorporating music and expressive reading, and actively engaging students in meaningful learning experiences.

Table III. Initial Competencies and Learning Outcomes (CP) of Grade IV Indonesian Language for Elementary Schools (SD/MI) under the Merdeka Curriculum

Initial Competencies	Learning Outcomes (CP)
Students are able to read aloud with appropriate pronunciation, intonation, and fluency.	Students are able to express the content, meaning, and emotions conveyed in children's poems.

Source: *Ministry of Education, Culture, Research, and Technology* (Kemdikbudristek, 2022).

The implementation of the Suggestopedia method in teaching informational texts, particularly in distinguishing between facts and opinions, is consistent with learning theories that emphasize the development of students' concentration and careful reading skills. Developed by Georgi Lozanov, the Suggestopedia method highlights the importance of creating a relaxed, comfortable, and supportive learning environment through positive suggestion to enhance students' concentration, attention, and comprehension of instructional materials.

During the pre-session, the teacher guides students through a brief relaxation activity and provides positive suggestions to help them remain focused and attentive while reading informational texts. This stage reflects the fundamental principles of Suggestopedia, which emphasize relaxation and positive suggestion as preparation for learning. According to Tarigan (2011), a comfortable learning environment accompanied by positive suggestion enhances students' mental readiness, concentration, and motivation to learn.

In the concert session, the teacher reads the informational text in a guided manner, placing vocal emphasis on factual statements while students follow the text and identify key information. This activity reflects the concert session principle of Suggestopedia, in which instructional materials are

presented suggestively through intonation, rhythm, and repetition to reinforce comprehension. In the context of informational texts, emphasizing factual statements helps students distinguish more clearly between facts and opinions. Tarigan (2011) argues that the use of varied intonation and repetition during instruction enhances students' concentration and strengthens their retention of the information presented.

Subsequently, during the elaboration/active session, students classify statements as either facts or opinions and answer comprehension questions based on the reading passage. The teacher provides feedback by discussing students' responses and reinforcing correct answers. This stage reflects the activation principle of Suggestopedia, which strengthens students' understanding through active participation in meaningful learning activities. Consequently, Suggestopedia functions not only as a method for presenting instructional content but also as an approach to systematically reinforcing students' comprehension.

From the perspective of reading comprehension theory, this implementation is consistent with Tarigan (2008), who defines reading as an active cognitive process involving the understanding, identification, and interpretation of information within a text. In informational texts, the ability to distinguish

facts from opinions represents an important component of critical reading comprehension, requiring careful analysis and evaluative thinking. Therefore, the Suggestopedia method, which integrates positive suggestion, repetition, and structured analytical activities, effectively supports the development of these higher-order reading skills.

Furthermore, the implementation of the Suggestopedia method is aligned with the cognitive developmental characteristics of fourth-grade elementary school students. According to Piaget's theory of cognitive development, students at this age are in the concrete operational stage, during which they learn most effectively through structured, clear, and contextual learning experiences (Piaget, as cited in Juwantara, 2019). Accordingly, activities such as classifying factual and opinion statements and answering text-based questions provide

concrete learning experiences that are appropriate for students at this developmental stage.

The implementation of the Suggestopedia method in teaching informational texts is further supported by previous empirical studies. Munawaroh (2021) found that Suggestopedia improves students' concentration and engagement in language learning. Similarly, Nurussadah (2024) reported that a relaxed learning environment combined with positive suggestion enhances students' comprehension of instructional materials. In addition, Luthfiani and Sumardi (2023) demonstrated that an enjoyable classroom atmosphere and positive emotional support significantly contribute to the improvement of students' reading skills.

Table IV. Initial Competencies and Learning Outcomes (CP) of Grade IV Indonesian Language for Elementary Schools (SD/MI) under the Merdeka Curriculum

Initial Competencies	Learning Outcomes (CP)
Students are able to read short texts.	Students are able to distinguish between facts and opinions in simple informational texts.

Source: Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2022).

The implementation of the Suggestopedia method in teaching simple explanatory texts, particularly those focusing on cause-and-effect relationships, is consistent with learning theories that emphasize the creation of a conducive and meaningful learning environment. Developed by Georgi Lozanov, the Suggestopedia method highlights the importance of providing positive suggestion within a relaxed, comfortable, and enjoyable classroom atmosphere to enhance students' concentration and comprehension of instructional materials.

During the pre-session, the teacher creates a relaxed learning environment and provides positive suggestions to encourage students to feel confident in understanding explanatory texts. This stage reflects the application of the initial suggestion principle in the Suggestopedia method, which aims to prepare students' emotional and cognitive readiness before the learning process begins. According to Tarigan (2011), a comfortable learning environment combined with positive suggestion enhances students' mental readiness, self-confidence, and motivation to learn.

In the concert session, the teacher reads the explanatory text using intonation that emphasizes cause-and-effect relationships while soft background music is played to maintain a conducive learning atmosphere. Students listen attentively while following the text and focusing on the sections that explain how a particular event or phenomenon occurs. This activity reflects the concert session principle of Suggestopedia, in which instructional materials are presented suggestively through the use of intonation, rhythm, and a supportive learning environment to improve students' concentration. Tarigan (2011) argues that the use of varied intonation and repetition during instruction helps students understand relationships

among concepts more clearly and strengthens their retention of the information presented.

Subsequently, during the elaboration/active session, students identify the events, causes, and effects presented in the explanatory text, answer comprehension questions, and discuss their responses with their peers. The teacher provides clarification and reinforces students' understanding throughout the discussion. This stage reflects the activation principle of Suggestopedia, which emphasizes strengthening comprehension through students' active participation in meaningful learning activities. Consequently, Suggestopedia functions not only as a method for presenting instructional content but also as an approach to systematically reinforcing students' understanding.

From the perspective of reading comprehension theory, this implementation is consistent with Tarigan (2008), who defines reading as an active cognitive process involving the understanding, identification, and interpretation of relationships among ideas within a text. In explanatory texts, the ability to understand cause-and-effect relationships constitutes an important aspect of inferential reading comprehension, requiring students to analyze how events or phenomena occur. Therefore, the Suggestopedia method, which integrates positive suggestion, repetition, and structured analytical activities, effectively supports the development of these inferential comprehension skills.

Furthermore, the implementation of the Suggestopedia method is aligned with the cognitive developmental characteristics of fourth-grade elementary school students. According to Piaget's theory of cognitive development, students at this age are in the concrete operational stage, during which they learn more effectively through structured, clear, and

contextual learning experiences (Piaget, as cited in Juwantara, 2019). Accordingly, activities such as identifying causes and effects in explanatory texts provide concrete learning experiences that are appropriate for students at this developmental stage.

The implementation of the Suggestopedia method in teaching simple explanatory texts is also supported by previous empirical studies. Munawaroh (2021) found that Suggestopedia improves students' concentration and engagement in language learning. Likewise, Nurussadah (2024) reported that a relaxed learning environment combined with positive suggestion enhances students' comprehension of instructional materials. In addition, Luthfiani and Sumardi (2023) demonstrated that an enjoyable classroom atmosphere and positive emotional

support significantly contribute to the improvement of students' reading skills.

Based on these findings, it can be concluded that the implementation of the Suggestopedia method in teaching simple explanatory texts is consistent with both learning theory and reading comprehension theory and is further supported by previous empirical research. The method effectively helps students understand cause-and-effect relationships within texts by fostering a conducive learning environment, providing positive suggestions, and engaging students in structured and meaningful learning activities.

Table V. Initial Competencies and Learning Outcomes (CP) of Grade IV Indonesian Language for Elementary Schools (SD/MI) under the Merdeka Curriculum

Initial Competencies	Learning Outcomes (CP)
Students are able to comprehend sequential texts.	Students are able to explain cause-and-effect relationships in simple explanatory texts.

Source: Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2022).

The implementation of the Suggestopedia method in teaching Indonesian folktales is consistent with learning theories that emphasize emotional engagement, positive suggestion, and the creation of a conducive learning environment. Developed by Georgi Lozanov, the Suggestopedia method focuses on establishing a relaxed and enjoyable learning atmosphere to optimize students' learning potential through the involvement of both conscious and subconscious mental processes.

During the pre-session, the teacher creates a comfortable classroom atmosphere by arranging the learning environment, incorporating instrumental background music, and providing positive suggestions that reading folktales is an enjoyable activity rich in life values. In addition, the teacher connects the lesson to students' prior experiences with folktales they have previously heard. This stage reflects the application of the initial suggestion principle in the Suggestopedia method, which aims to prepare students' emotional and cognitive readiness before instruction begins. This is consistent with Tarigan (2011), who argues that a suggestive learning environment and positive communication can enhance students' readiness, motivation, and interest in learning.

In the concert session, the teacher reads the folktale expressively using varied intonation that follows the storyline, accompanied by soft background music to maintain a relaxed learning atmosphere. Particular emphasis is placed on the characters, significant events, and moral messages embedded in the story. This activity reflects the concert session principle of Suggestopedia, in which instructional materials are presented suggestively through intonation, rhythm, and a

supportive learning environment to enhance students' concentration. According to Tarigan (2011), the use of varied intonation and musical elements during instruction improves concentration, strengthens memory retention, and helps students develop a deeper understanding of the text.

Subsequently, during the elaboration/active session, students reread the folktale individually or collaboratively in groups. They identify the intrinsic elements of the story, including the characters, plot, setting, cultural values, and moral messages. Students also answer comprehension questions and retell the story in their own words. The teacher provides reinforcement and positive feedback on students' performance. This stage reflects the activation principle of the Suggestopedia method, which strengthens comprehension through students' active participation in meaningful learning experiences.

From the perspective of reading comprehension theory, this implementation is consistent with Tarigan (2008, 2015), who defines reading as a process of understanding, interpreting, and evaluating the content of a text. In the context of folktales, comprehension extends beyond understanding the storyline to include recognizing the cultural values and moral lessons conveyed in the narrative. Therefore, the Suggestopedia method, which integrates positive suggestion, a pleasant learning environment, and meaningful comprehension activities, effectively supports the achievement of these instructional objectives.

Furthermore, the implementation of the Suggestopedia method is aligned with the cognitive developmental characteristics of fourth-grade elementary school students. According to Piaget's theory of cognitive development,

students at this age are in the concrete operational stage, during which they learn most effectively through contextual and meaningful learning experiences (Piaget, as cited in Juwantara, 2019). Folktales, which are closely related to students' everyday lives and rich in cultural values, provide an effective medium for helping students understand learning materials in a concrete and meaningful manner.

The findings of this study are further supported by previous empirical research. Munawaroh (2021) reported that the Suggestopedia method creates a conducive learning environment and improves students' language skills. This finding is consistent with the present study, which demonstrates that the implementation of Suggestopedia in teaching Indonesian folktales fosters a relaxed and supportive classroom atmosphere, enabling students to engage more actively in reading activities and to comprehend the content of the texts more effectively.

Similarly, Nurussadah (2024) found that a relaxed learning environment combined with positive suggestion enhances students' comprehension of instructional materials. The results of the present study support this finding, as the use of positive suggestion, instrumental background music, and expressive reading during the learning process helped students understand the storyline, cultural values, and moral messages embedded in Indonesian folktales.

Table VI. Initial Competencies and Learning Outcomes (CP) of Grade IV Indonesian Language for Elementary Schools (SD/MI) under the Merdeka Curriculum

Initial Competencies	Learning Outcomes (CP)
Students are familiar with regional folktales.	Students are able to explain the cultural values, moral values, and messages conveyed in Indonesian folktales.

Source: Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2022).

Based on the results of the analysis and discussion regarding the implementation of the Suggestopedia method in teaching reading comprehension to fourth-grade elementary school students, it can be concluded that the Suggestopedia method is highly compatible with the characteristics of reading comprehension instruction as well as the developmental stage of elementary school learners. The implementation of this method demonstrates that a relaxed learning atmosphere, positive suggestion, music, and a humanistic instructional approach create a conducive and enjoyable learning environment, enabling students to comprehend reading texts more effectively.

The findings indicate that the Suggestopedia method supports the reading comprehension process by facilitating students' understanding of both explicit and implicit meanings in texts, consistent with reading comprehension theory, which views reading as an active cognitive process of constructing meaning. Furthermore, learning activities involving relaxation, discussion, creative tasks, and enjoyable learning experiences enhance students' concentration and motivation in comprehending reading materials (Tarigan, 2011).

Furthermore, Luthfiani and Sumardi (2023) concluded that positive emotional conditions and an enjoyable classroom atmosphere significantly improve students' reading skills. This finding also aligns with the results of the present study, which indicate that emotionally supportive learning activities encourage students to participate actively, appreciate literary texts, and develop a deeper understanding of folktales.

Overall, these previous studies strengthen the findings of the present research by providing empirical evidence that the Suggestopedia method is effective in creating a positive learning environment that enhances students' reading comprehension. Specifically, this study extends previous research by demonstrating how the three stages of the Suggestopedia method pre-session, concert session, and elaboration/active session can be systematically implemented in teaching Indonesian folktales to fourth-grade elementary school students.

Based on these findings, it can be concluded that the implementation of the Suggestopedia method in teaching Indonesian folktales is not only consistent with learning theory and reading comprehension theory but is also supported by previous empirical studies. The method effectively helps students understand the content of folktales, cultural values, and moral messages by fostering a conducive learning environment, providing positive suggestions, and encouraging active participation in meaningful learning activities.

Based on the documentation analysis presented in the research findings, it can also be concluded that, in general, the selected instructional materials demonstrate a high level of compatibility with the characteristics of the Suggestopedia method. The analysis of curriculum components, learning outcomes, learning activities, and instructional procedures shows that relaxation, positive suggestion, creative activities, and an enjoyable learning atmosphere can be systematically integrated into reading comprehension instruction.

The analysis further reveals that, in the fictional stories and life values unit, the Suggestopedia method supports students' understanding of intrinsic story elements through shared reading, relaxed discussions, and expressive text presentation. In the nonfiction texts unit, the method helps students identify important information through relaxed reading activities and gradual information processing. Likewise, in the children's poetry unit, the use of soft background music and positive suggestion aligns with Lozanov's active concert and passive concert principles, thereby enhancing students' appreciation and interpretation of poetic texts.

The findings also indicate that in the informational texts (facts and opinions), simple explanatory texts, and Indonesian folktales units, the instructional procedures of Suggestopedia help students understand relationships among ideas, distinguish facts from opinions, identify cause-and-effect relationships, and comprehend cultural values and moral messages through stress-free reading activities, meaningful learning experiences, creative tasks, and reflective discussions.

Furthermore, the analysis of the instructional procedures demonstrates that the three phases of the Suggestopedia method pre-session, concert session, and elaboration/active session can be consistently integrated into reading comprehension instruction. These stages support students' comprehension from the literal to the critical level, as described in Tarigan's (2011) theory of reading comprehension. In addition, the analysis shows that the Suggestopedia method creates a positive emotional learning environment that enhances students' concentration, motivation, and self-confidence during reading activities.

Overall, the findings of this study demonstrate that the implementation of the Suggestopedia method has strong relevance to reading comprehension instruction in Grade IV elementary schools. The method effectively integrates students' cognitive and affective domains, improves the quality of reading instruction, and creates meaningful, enjoyable, and developmentally appropriate learning experiences. Therefore, the Suggestopedia method can be considered a viable instructional approach for enhancing reading comprehension in elementary school students.

CONCLUSION

The findings of this study describe the implementation of the Suggestopedia method in teaching reading comprehension to fourth-grade elementary school students. The results indicate that the Suggestopedia method can be implemented in six chapters of the Grade IV Indonesian Language curriculum for elementary schools (SD/MI), namely: Chapter 1: Fictional Stories and Life Values, Chapter 2: Understanding Nonfiction Texts, Chapter 3: Appreciating Children's Poetry, Chapter 4: Informational Texts (Facts and Opinions), Chapter 5: Simple Explanatory Texts, and Chapter 6: Indonesian Folktales. The implementation of the Suggestopedia method in these six chapters is organized into the three instructional phases proposed by Georgi Lozanov, as described in Tarigan (2011): the pre-session, the concert session, and the elaboration/active session. These three phases provide a systematic framework for creating a relaxed and supportive learning environment through positive suggestion, expressive presentation, and active student participation, thereby facilitating the development of reading comprehension skills among fourth-grade elementary school students.

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