

Suggestopedia: The effect in teaching vocabulary for elementary students

Yenita Sarwoningtyas, Testiana Deni Wijayatiningsih and Diana Hardiyanti

Study Program of English Language Education, Faculty of Education and Humanities, Universitas Muhammadiyah Semarang, **Indonesia**

*Corresponding Author: testiana@unimus.ac.id

Received: 14 June 2025; *Revised:* 17 September 2025; *Accepted:* 24 September 2025

<https://doi.org/10.58712/se.v1i2.118>

Abstract: This study aims to examine the effectiveness of the Suggestopedia method combined with the traditional game “Engklek” in improving the English vocabulary mastery of fifth-grade students at SD IT At-Taqwa Grabag, Magelang. The research design used a quasi-experimental approach with two groups: an experimental class that received treatment using the game-based Suggestopedia method and a control class that was taught using conventional methods. Data were collected through pre-tests, post-tests, and student engagement questionnaires covering behavioural, cognitive, emotional, and affective dimensions. Data analysis used paired sample t-tests, independent t-tests, and descriptive analysis. The results showed that the experimental group experienced a significant increase in vocabulary scores ($M = 81.21$) compared to the control group ($M = 74.48$). The t-test confirmed a significant difference ($p < 0.05$). In addition, students in the experimental class showed high engagement: they actively participated, were focused, enjoyed the learning process, and felt happy and interested. The integration of the traditional game “Engklek” not only made learning more enjoyable but also fostered cultural attachment and reduced dependence on gadgets. This study confirms that Suggestopedia, when combined with local game media, is effective in improving vocabulary mastery while building student engagement. These findings provide practical contributions for English teachers, curriculum designers, and primary education institutions seeking innovative, contextual, and relevant approaches to the needs of Generation Alpha.

Keywords: vocabulary instruction; suggestopedia method; primary school; students’ engagement; traditional games

1. Introduction

Vocabulary represented one of the fundamental components in mastering a language. It played a vital role not only in understanding written texts but also in ensuring effective communication, both verbal and written. According to [Alqahtani \(2015\)](#), it refers to the total number of words needed to communicate ideas effectively. Vocabulary knowledge was not only essential for listening, speaking, reading, and writing but also for building communicative competence ([Aidarahma et al., 2022](#)). Without an adequate vocabulary, students were often unable to understand texts or express ideas clearly. An extensive vocabulary will significantly help a person to more easily understand and master the language being studied ([Nurnaningsih, 2022](#)). Scholars such as [Agustin & Ayu \(2021\)](#); [Budianto et al. \(2023\)](#); [Razaq et al. \(2022\)](#); [Uiphanit et al. \(2020\)](#) emphasized that vocabulary enables learners to comprehend and use language efficiently. In the context of English as a Foreign Language (EFL), particularly in Indonesia, vocabulary acquisition posed a significant challenge for young learners. Traditional instructional methods, such as memorization from word lists, remained dominant in many primary schools. However, such methods often failed to engage students from the alpha generation,

children born from 2013 onwards, who were accustomed to dynamic, technology-rich environments ([Hidayati, 2020](#); [Sari & Aminatun, 2021](#)).

This generation also faced increasing mental health concerns due to excessive screen exposure, which negatively impacted learning performance ([VanderLind, 2017](#)). Hence, it became essential to adopt alternative, engaging teaching strategies that encouraged students to learn actively in enjoyable, stress-free environments. One such method was Suggestopedia, developed by ([Lozanov, 2005](#)), which aimed to eliminate students' fear of making mistakes and to create a positive learning atmosphere. Suggestopedia incorporated relaxation, music, positive suggestion, and interactive elements to enhance language retention ([Bakhromova & Ergashev, 2022](#)). Research suggests that this method can accelerate language learning by up to 3 times compared to conventional techniques ([Indri, 2022](#)). [Mahzuna \(2023\)](#) outlined four main principles of Suggestopedia: reducing fear of error, linking information to positive emotions, utilizing peripheral perception, and stimulating information before analyzing it. These principles contribute to an immersive and enjoyable learning experience, particularly effective for young learners in their "golden period" of cognitive development. Furthermore, student engagement was recognized as a key determinant of academic success. Student engagement is students' expressions of opinions and behaviours resulting from the various methods and techniques teachers use in the teaching and learning environment ([Taylor et al., 2011](#)). [Lestariningsih et al. \(2022\)](#) found that students' engagement needed to be enhanced in the activity-sized teaching process. Engagement involved students' behavioural, emotional, and cognitive participation in learning activities ([Bippert, 2020](#); [Bowden et al., 2021](#); [Schmitt et al., 2022](#)). When students felt safe, curious, and emotionally connected to the learning content, their motivation and achievement levels increased significantly. In this light, the Suggestopedia method fostered high engagement by providing a relaxed, interactive setting that encouraged learners to explore language through games, songs, and storytelling.

In this study, the Suggestopedia method was combined with the traditional Indonesian game "Engklek" (hopscotch) to create a culturally relevant and enjoyable vocabulary-learning experience. The game not only stimulated motor and social skills but also reduced screen dependency and preserved local culture. Traditional games such as "Engklek" can encourage children to be more active, enthusiastic, and engaged in the learning process ([Lumbantobing et al., 2024](#)). By integrating traditional play into language instruction, students had the opportunity to engage actively and meaningfully with the vocabulary being taught. The research was conducted at *Sekolah Dasar Islam Terpadu (SD IT) At-Taqwa Grabag*, Magelang. The school had an established English program and sufficient facilities, making it an ideal site for implementing the experimental design. Fifth-grade students were selected as participants because this grade represented a critical transition period in primary education. A preliminary observation revealed key problems: students struggled to memorize and write vocabulary correctly, and teachers found it challenging to sustain student focus. The traditional vocabulary instruction method, copying from the board and memorizing, was insufficiently engaging for the students. Given these challenges, this study aimed to explore the implementation of the Suggestopedia method using "Engklek" as a learning medium. This research focused on two main questions:

- (RQ1) How effective the suggestopedia method is in improving students' vocabulary at *SD IT At Taqwa Grabag*?
- (RQ2) How do students engage in learning vocabulary using the Suggestopedia method?

Based on these concerns, the objectives of this study were:

- (1) to determine the effectiveness of the Suggestopedia method in improving students' vocabulary, and
- (2) to analyze students' engagement in vocabulary learning when taught using this method.

By addressing both vocabulary acquisition and student engagement, this study contributed to the development of innovative EFL teaching practices that suited the needs of young learners. It also offered practical insights for educators seeking to combine pedagogical innovation with local cultural values. Numerous studies supported the effectiveness of Suggestopedia in EFL contexts. [Galti \(2017\)](#) demonstrated that the method improved vocabulary learning among primary school pupils in Nigeria by creating an ambient and motivating classroom setting. [ZuhriDj \(2022\)](#) conducted pre-experimental research in Indonesia and found that students' vocabulary scores increased significantly after being taught using Suggestopedia, rising from an average of 39.25 to 85.43. [Sarah et al. \(2022\)](#) employed classroom action research and observed notable improvements in vocabulary mastery and student participation among high school learners. [Haddad et al. \(2018\)](#) confirmed that Suggestopedia enhanced vocabulary retention among Algerian secondary school students, highlighting the importance of teacher attitudes and classroom atmosphere. [Dawolo et al. \(2023\)](#) applied Suggestopedia to improve speaking skills, while [Rohiyatussakinah et al. \(2023\)](#) found that the method enhanced students' ability to write narrative texts.

2. Methods

This study employed a quantitative quasi-experimental design to examine the effectiveness of the Suggestopedia method in teaching English vocabulary to primary school students. Experimental research based on [Diantoro et al. \(2020\)](#), experimental research which aimed to know there was not or able the effect of the variable studied. The design included two groups: an experimental group that received the Suggestopedia-based instruction and a control group that was taught using conventional methods. A pre-test and post-test were administered to both groups to assess vocabulary mastery before and after the treatment. The study also incorporated a student engagement questionnaire to evaluate the behavioral, emotional, and cognitive involvement of students in the experimental class.

The research was conducted at *Sekolah Dasar Islam Terpadu (SD IT) At-Taqwa Grabag*, located in Magelang, Central Java, during the 2024/2025 academic year. The participants were 58 fifth-grade students divided into two classes: Class 5A (experimental group, $n = 29$) and Class 5B (control group, $n = 29$). The participants were selected based on their availability and the school's existing class structure. Both classes had received similar English instruction prior to the study.

In addition, a tryout class consisting of 30 fifth-grade students from a different school was included to validate the instrument. The group was required due to the limited number of fifth grade classes available at the main research site. The tryout class was selected based on the similarity characteristics with the main sample, including, level of English proficiency, the curriculum implemented, and the type of institution an Islamic primary school. The similarity of these characteristics was considered important to ensure the validity and relevance of the instrument testing process in relation to the actual study context. This research used tests including the pre-test and post-test, and questionnaire as the technique to collect the data.

2.1 Vocabulary test

A set of pre-test and post-test items was developed to assess students' vocabulary proficiency. The tests focused on vocabulary related to three main topics: body parts, things around school, and professions. A try-out test was conducted with a comparable group of students to examine the validity and reliability of the test items. All 20 items were found valid ($r > 0.361$) and reliable (Cronbach's Alpha = 0.840).

2.2 Treatment implementation

The treatment was carried out over four class meetings. The experimental group received instruction through the Suggestopedia method, integrated with the traditional game “Engklek.” During each session, students played the game on a hopscotch-style grid, where each box contained a flashcard with a vocabulary task. Students answered vocabulary questions by hopping to the correct squares and collecting scores based on correct answers. This approach aimed to create an enjoyable and interactive learning environment. The control group followed conventional teaching methods, which involved vocabulary explanation, copying, and memorization.

2.3 Students’ engagement questionnaire

To measure student engagement, a 15-item Likert-scale questionnaire was administered after the treatment to the experimental group. The items covered behavioural, affective, cognitive, and emotional engagement dimensions. The instrument was validated through a try-out process, and all items met the criteria for validity ($r > 0.361$). The reliability was also confirmed (Cronbach’s Alpha = 0.810). The collected data were analysed using SPSS version 29. Before conducting all statistical tests, an instrument validity and reliability test was carried out in the try-out class to ensure that the instruments (test and questionnaire) used in the study were both valid and reliable. Furthermore, before continuing to hypothesis testing, normality and homogeneity tests were conducted using Shapiro-Wilk and Levene’s Test. The pre-test and post-test data in the experimental group and control group met the assumptions of normality and homogeneity. Paired sample t-test was used to compare pre-test and post-test scores within the experimental group, while independent sample t-test was used to compare post-test scores between the experimental and control groups. Questionnaire responses were analysed using descriptive statistics to interpret the level of student engagement across various dimensions.

3. Results and discussion

(RQ1) How effective the suggestopedia method is in improving students’ vocabulary at SD IT At Taqwa Grabag?

The first research question examined whether the Suggestopedia method significantly improved students’ vocabulary mastery. This was assessed through a comparison of pre-test and post-test scores in both the experimental and control groups.

3.1 Descriptive statistics

Table 1 shows that the average vocabulary score of the experimental group increased from 65.52 (SD = 11.98) in the pre-test to 81.21 (SD = 12.00) in the post-test. The control group, which received traditional instruction, showed a smaller improvement from 65.69 (SD = 11.47) to 74.48 (SD = 9.58).

Table 1. Descriptive statistics of pre-test and post-test scores

Group	N	Pre-test mean	Post-test mean	Std. deviation
Experimental	29	65.52	81.21	12.00
Control	29	65.69	74.48	9.58

3.2 Normality test

The Shapiro-Wilk test confirmed that the data were normally distributed ($p > 0.05$). Evidenced by the pretest and posttest values in the control class 0.063 and posttest with a value of 0.058 greater than 0.05. in the experimental class pretest value 0.141 and posttest 0.105. which can be seen in Table 2.

Table 2. The result of normality test

Class	Shapiro-Wilk		
	Statistic	df	Sig.
Result Pre-test Class 5A/Experiment class	.946	29	.141
Post-test Class 5A/Experiment class	.941	29	.105
Pre-test Class 5B/ Control class	.932	29	.063
Post-test Class 5B / Control class	.931	29	.058

3.3 Homogeneity test

The Levene's test for homogeneity of variance also showed no significant difference in variance between groups ($p > 0.05$), namely the pretest value in the control and experimental classes is 0.748 and the post test is 0.737, so the variance in pretest and post test data in the control and experimental classes is homogeneous, which indicates the data meets the assumptions for the t-test. The results of the study are presented in this section.

Table 3. The result of homogeneity test

		Levene Statistic	df1	df2	Sig.
Pre-test Score	Based on Mean	.104	1	56	.748
	Based on Median	.114	1	56	.748
	Based on Median and with adjusted df	.114	1	54.492	.737
	Based on trimmed mean	.114	1	56	.737
Post-test Score	Based on Mean	2.251	1	56	.737
	Based on Median	1.891	1	56	.139
	Based on Median and with adjusted df	1.891	1	53.502	.175
	Based on trimmed mean	2.242	1	56	.125

3.4 Paired sample T-test

The paired sample t-test in the experimental group showed a significant improvement in vocabulary scores ($t(28) = -15.690$, $p < 0.001$), indicating that the Suggestopedia method had a positive effect on vocabulary mastery.

Table 4. The result of paired sample T-Test experiment class

	N	Mean	Std. Deviation	Std. Error Mean	df	Sig. (2-tailed)
Pre & Post test	29	-15.690	7.470	1.375	28	< 0.001

3.5 Independent sample T-test

The independent sample t-test revealed a statistically significant difference in the post-test scores between the experimental and control groups ($p = 0.022$), further confirming the effectiveness of the Suggestopedia method.

Table 5. The result independent sample T-test

Score	Levene's Test F	Sig	t	df	Sig. (1-tailed)	Sig. (2-tailed)	Mean Difference	Std. error difference	95% CI lower	95% CI upper
Equal Variance Assumed	2.251	0.139	2.359	56	0.011	0.022	6.724	2.851	1.013	12.435
Equal Variances not assumed			2.359	53	0.011	0.022	6.724	2.851	1.007	12.442

The analysis revealed a statistically significant increase in vocabulary scores among students taught using the Suggestopedia method. The post-test scores of the experimental group were notably higher than those of the control group, indicating the effectiveness of Suggestopedia in facilitating vocabulary acquisition. These results aligned with previous studies conducted by (Galti, 2017), (ZuhriDj, 2022), (Haddad et al., 2018) and (Sarah et al., 2022), all of which found that Suggestopedia created a positive learning atmosphere that promoted vocabulary retention.

The effectiveness of Suggestopedia in this study was likely due to its design, which fostered a low-anxiety, high-engagement classroom environment. As (Lozanov, 2005) suggested, eliminating psychological barriers to learning could enhance student performance. The use of background music, dramatization, visualization, and positive reinforcement helped students remain relaxed and receptive. These features were consistent with (Indri, 2022), who noted that Suggestopedia encouraged learners to enjoy the learning process without fear of making mistakes.

Additionally, incorporating the traditional game “Engklek” into the Suggestopedia method contributed to the learning gains. This culturally rooted and physically engaging game served as a unique medium for teaching vocabulary, enabling students to link words with movements and actions. This embodied learning experience aligned with (Yuniwanti, 2024) and (Alvisar & Malik, 2016), who found that traditional games supported cognitive and emotional development while enhancing motivation. By integrating local culture into the classroom, the method also counteracted students’ dependence on digital devices, a common issue among alpha-generation learners.

(RQ2) How do students engage in learning vocabulary using the Suggestopedia method?

The second research question explored students’ engagement after receiving instruction via the Suggestopedia method, measured through a post-treatment questionnaire administered to the experimental group.

3.6 Behavioral engagement

Students reported high levels of behavioural engagement. A majority stated that they listened carefully (62.1%), paid attention (44.8%), and actively participated in class activities (51.7%). These results reflected consistent classroom involvement.

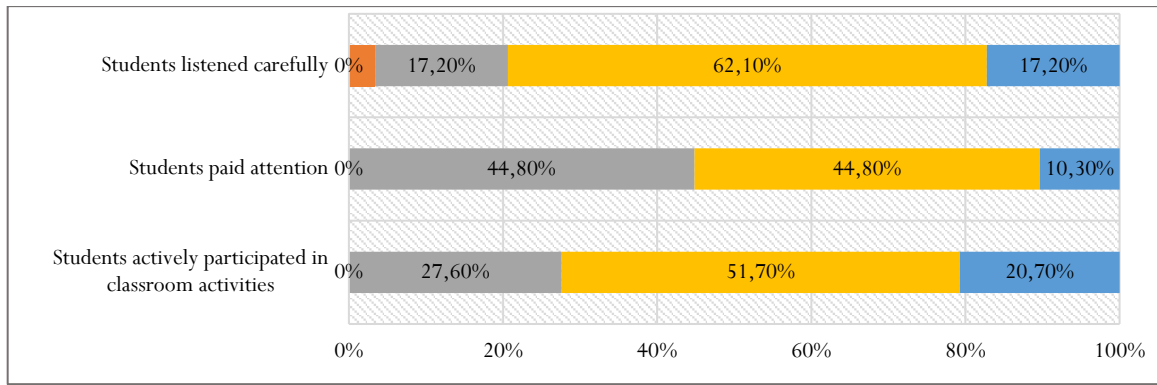


Figure 1. Behavioural engagement in experiment class

3.7 Affective engagement

Regarding emotional response, students showed strong enjoyment and interest. About 41.4% strongly agreed and 37.9% agreed that they were interested in vocabulary learning through Suggestopedia. Most disagreed that the method was boring, indicating the method was engaging and enjoyable.

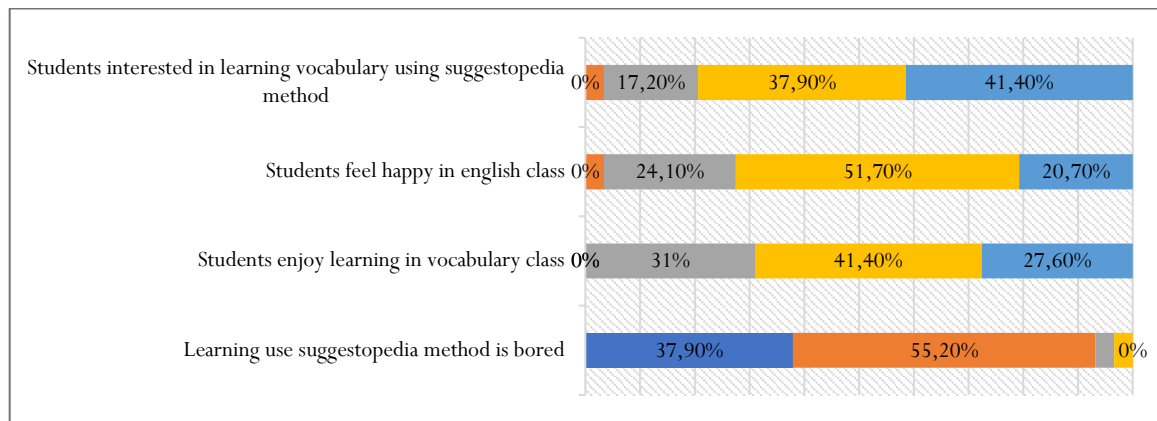


Figure 2. Affective engagement in experiment class

3.8 Cognitive engagement

Students reported being mentally focused (69%) during vocabulary activities. Although fewer students indicated they had to try harder to remember vocabulary (suggesting ease of retention), this supported the hypothesis that the method reduced learning strain while improving recall.

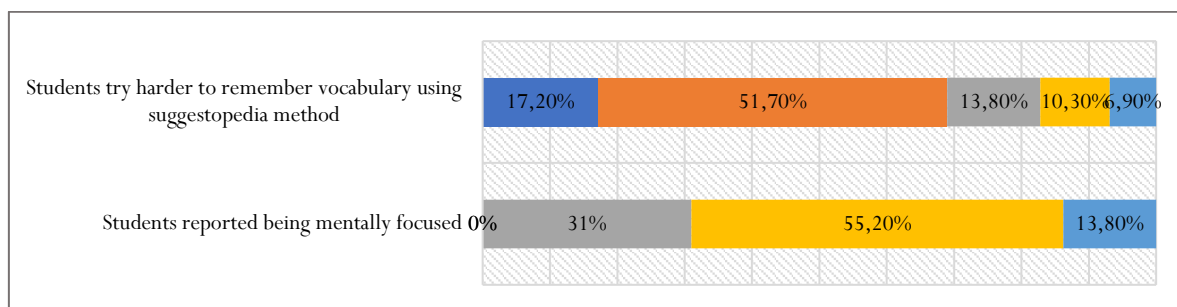


Figure 3. Cognitive engagement in experiment class

3.9 Emotional engagement

The method also fostered positive emotions. 75.8% of students stated the class was fun, while 93.1% enjoyed learning new things. Students described feeling happy, interested, and involved, further highlighting the impact of Suggestopedia on emotional engagement.

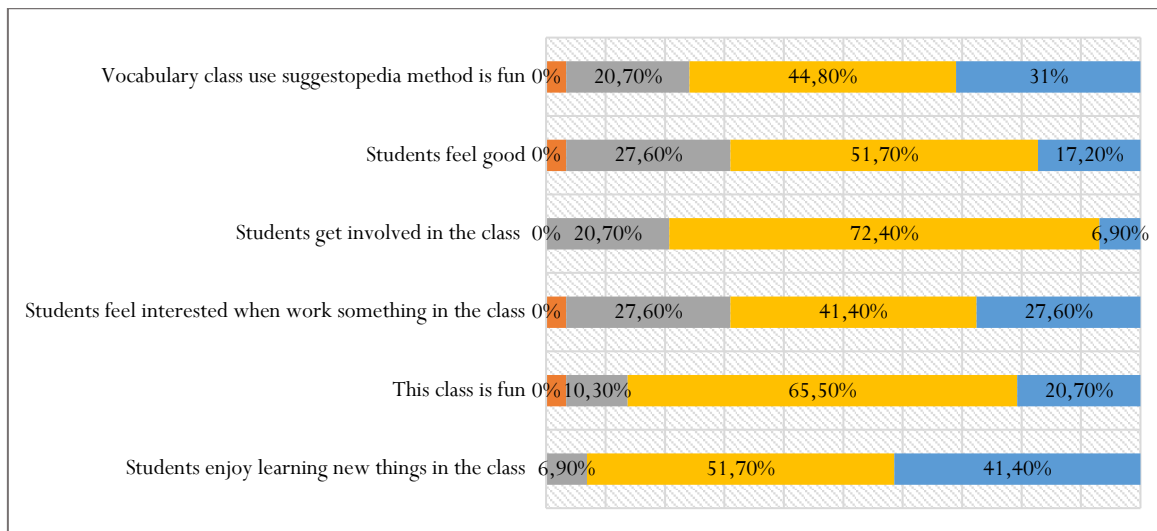


Figure 4. Emotional engagement in experiment class

Table 6. Summary of student engagement dimensions

Engagement type	Key result highlights
Behavioural	Majority paid attention and participated actively
Affective	Most students enjoyed and felt interested in the learning process
Cognitive	High mental focus and ease of remembering vocabulary
Emotional	Students felt the class was fun, engaging, and emotionally rewarding



(a)



(b)

Figure 5. a) Fifth-grade students playing *Engklek* during vocabulary instruction, and (b) Fifth-grade students playing *Engklek* during vocabulary instruction

3.10 Comparison with traditional methods

The control group, which received traditional instruction, also showed a minor improvement. However, the gains were not as substantial as those observed in the experimental group. This finding was consistent with (Walters, 2004) and (Rustamovna, 2023), who criticized traditional vocabulary

teaching for its lack of engagement and limited long-term impact. In contrast, Suggestopedia provided a multisensory experience that not only supported memory but also stimulated students' emotional and social development.

3.11 Novelty and contribution

While existing studies have confirmed the effectiveness of Suggestopedia in improving vocabulary or other language skills, most were conducted at the secondary or tertiary education levels. Few studies focused on primary school learners, particularly those in rural Indonesian contexts. Moreover, the integration of Suggestopedia with local cultural games such as “*Engklek*” had not been widely explored. In addition, previous research primarily emphasized the effectiveness of the method, without giving sufficient attention to how students engage during the learning process. This unique combination contributed a novel pedagogical approach to vocabulary instruction in primary EFL settings. Moreover, the use of a local traditional game as a learning medium was a novel aspect that connected pedagogy with cultural identity. The integration of such games offered a holistic approach that addressed academic, emotional, and cultural dimensions of learning.

3.12 Limitations and suggestions for future research

Although the study yielded positive results, it had certain limitations. First, the research was limited to a small sample size from one school and one academic year, which might affect the generalizability of the findings. Second, the study only focused on vocabulary as one component of language learning and did not investigate other language skills such as speaking, reading, or writing. Third, the duration of the treatment was relatively short (third meetings), which might not fully reflect the long-term impact of the Suggestopedia method. Future research could expand the participant pool by involving multiple schools and regions to increase generalizability. Researchers are also encouraged to explore the application of Suggestopedia in teaching other language skills and to conduct longitudinal studies that examine the retention of vocabulary over time. Furthermore, integrating more traditional games from diverse cultures into modern teaching methods could enhance learner engagement and contribute to the development of culturally responsive pedagogy in EFL classrooms.

4. Conclusion

Students at *SD IT At-Taqwa Grabag, Magelang*. Students who were taught using Suggestopedia showed a higher post-test performance compared to those who received traditional vocabulary instruction. The interactive and relaxed classroom atmosphere, combined with the use of the traditional game “*Engklek*,” contributed to making vocabulary learning more enjoyable, memorable, and meaningful for the students. In addition to measurable gains in vocabulary acquisition, students in the experimental group also demonstrated high levels of engagement. They participated actively in classroom activities, expressed positive emotions toward the lessons, and remained focused and motivated. These findings confirmed that Suggestopedia not only supported cognitive development but also addressed behavioral, emotional, and social aspects of learning, which are crucial for young EFL learners. The originality of this research lay in its integration of the Suggestopedia method with traditional Indonesian games to create a culturally rich, low-stress, and engaging vocabulary learning environment. This approach served as an effective model for teaching English vocabulary to the alpha generation while simultaneously promoting cultural preservation and reducing gadget addiction. The findings could inform pedagogical practices in similar EFL contexts and support teachers seeking innovative vocabulary teaching methods in primary education.

Author's declaration

Author contribution

Yenita Sarwoningtyas: Contributed to the conceptualization of the study, development of the research design and methodology, preparation of the initial manuscript draft, and critical revision and refinement of the final manuscript. **Testiana Deni Wijayatiningsih:** Contribute to guiding the writing process, supervision of the research process, final drafting, and analysis of the data. **Diana Hardiyanti:** Contribute to guiding the writing process and proofread the article.

Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. No external financial support was provided for the development, execution, or publication of this study. All materials and resources used during the research were supplied by the researchers independently, and no third-party suppliers contributed materials requiring acknowledgment.

Data availability

The data supporting the findings of this study consist of students' pre-test and post-test scores, questionnaire responses on student engagement, and documentation from the treatment activities. This data are not publicly available due to ethical considerations and to protect the privacy of the student participants involved in the research. However, the datasets may be obtained from the corresponding author upon reasonable request. All data have been anonymized to ensure confidentiality. No secondary datasets were used in this study.

Acknowledgement

The authors would like to express their sincere gratitude to *SD IT At-Taqwa Grabag, Magelang*, for granting permission and providing full support during the research activities and English Department S1 Universitas Muhammadiyah Semarang that supports our research. The authors also thank the fifth-grade students and teachers who participated in the study and contributed to the successful implementation of the *Suggestopedia–Engklek* learning activities. Appreciation is extended to the school administrators and staff for facilitating data collection and classroom observations. The authors are also grateful to colleagues who provided constructive feedback, language assistance, and proofreading support throughout the preparation of this manuscript.

Conflict of interest

The authors declare that they have no conflict of interest. The authors are not affiliated with or involved in any organization or entity that has a financial interest (such as honoraria, educational grants, participation in speakers' bureaus, membership, employment, consulting, stock ownership, or other equity interests; and expert testimony or patent licensing arrangements) or a non-financial interest (such as personal or professional relationships, affiliations, knowledge, or beliefs) in the subject matter or materials discussed in this manuscript.

Ethical clearance

Ethical approval for this study was obtained from *SD IT At-Taqwa Grabag, Magelang* and *Dinas Pendidikan Dasar dan Menengah Kabupaten Magelang* as the institution where the research was conducted. All

participating students and their guardians were informed about the purpose and procedures of the study, and written consent was obtained prior to data collection. The research was carried out in accordance with the ethical principles of the Declaration of Helsinki. No harmful, intrusive, or risky procedures were involved, and the confidentiality and anonymity of all participants were fully protected.

AI statement

This article is the original work of the authors. The authors used Grammarly solely for the purpose of checking grammar accuracy in the manuscript. The tool was not used to generate sentences, paragraphs, tables, figures, or any other content in this article. The authors have manually rechecked all language and data-related aspects to ensure accuracy and correctness. In addition, the linguistic quality and appropriateness of the manuscript have been validated and verified by an English language expert from Universitas Muhammadiyah Semarang. No AI-generated sentences are included in this article, and the authors remain fully responsible and accountable for the content of the manuscript.

Publisher's and Journal's Note

Researcher and Lecturer Society as the publisher, and the editor of Scientific English state that there is no conflict of interest towards this article publication.

References

- Agustin, R. W., & Ayu, M. (2021). The impact of using Instagram for increasing vocabulary and listening skill. *Journal of English Language Teaching and Learning (JELTL)*, 2(1), 1–7. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Aidarahma, A., Wijayatiningih, T. D., & Aimah, S. (2022). Probing how flashcards and teams games tournament boost efl learners' vocabulary. *Premise: Journal of English Education*, 11(3), 595. <https://doi.org/10.24127/pj.v11i3.5456>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Alvisar, D., & Malik, A. (2016). Making hopscotch game to learn vocabulary for elementary school students. *Inovish Journal*, 1(2). <https://doi.org/10.35314/inovish.v1i2.84>
- Bakhromova, A., & Ergashev, M. (2022). Suggestopedia as an important method of teaching vocabulary. *Central Asian Journal of Literature, Philosophy and Culture*, 3 No. 6, 91–93. <https://cajipc.centralasianstudies.org/index.php/CAJLPC/article/view/386>
- Bippert, K. (2020). Text engagement & reading strategy use: a case study of four early adolescent students. *Reading Psychology*, 41(5), 434–460. <https://doi.org/10.1080/02702711.2020.1768987>
- Bowden, J. L., Zhang, T., & Abhayawansa, S. (2021). Student Engagement: Theory and practice. *Journal of Educational Psychology*, 113(2), 247–259.
- Budianto, L., Suparmi, S., Biyanto, B., & Azkiyah, S. N. (2023). Virtual reality games in EFL class: Examining learners' vocabulary learning. *Journal of Asia TEFL*, 20(4), 942–951. <https://doi.org/10.18823/asiatefl.2023.20.4.14.942>
- Dawolo, A., Maru'ao, N., Harefa, H. S., & Zebua, O. (2023). Improving the students' speaking ability by using suggestopedia method at the eighth grade of SMP Negeri 1 Mandrehe in 2022/2023. *Journal Of Education And Teaching Learning (JETL)*, 5(3), 9–18. <https://doi.org/10.51178/jetl.v5i3.1522>

- Diantoro, A., Mulyati, T., & Halim, A. (2020). The effect of mobile legend game on vocabulary mastery of the tenth grade student of sman 1 cluring. *LUNAR (Language and Art)*, 4(1), 128–133. <https://doi.org/10.36526/ln.v4i1.1442>
- Galti, A. M. (2017). Effect of suggestopedia method on teaching vocabulary to primary school pupils. *Journal of the Humanities, Law, Social & Management Sciences*, 1, 1.
- Haddad, A., Chelouche, M., & Mezerreg, S. (2018). Suggestopedia in improving students' mastery of vocabulary the case study of first year pupils at draa mohammed sadak secondary school, jijel (issue didactics of english) [Magister, Universitas Mohammed Seddik Ben Yahia - Jijel]. In *University of Mohammed Seddik Ben Yahia, Jijel*. <https://theses-algerie.com/2701604563512793>
- Hidayati, N. N. (2020). Rethinking the quality of children's bilingual story books. *AL-ASASIYYA: Journal Of Basic Education*, 4(1), 46. <https://doi.org/10.24269/ajbe.v4i1.2226>
- Indri. (2022). "Gobak sodor" as a suggestopedia technique in learning english in paud ahmad dahlan surakarta. *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 101(2), 2686–5106. <https://doi.org/10.32585/ijelle.v4i2.2862>
- Lozanov, Georgi; Suggedstology and Suggestopedia. In Robert W. Blair (Ed). *Innovative Approaches*. Rowley: Newbury House Publishers, Inc. 1982.
- Lestariningsih, E. D., Wijayatiningsih, T. D., Ayu, D. R., Khasanah, U., Ratu, D., & Khasanah, A. U. (2022). The Students' Engagement in Academic Writing Course Flipped Classroom The Students' Engagement Realization in Academic Writing Flipped Classroom. *English Language and Literature International Conference (ELLiC) Proceedings*, 5(1), 558–595. <https://jurnal.unimus.ac.id/index.php/ELLIC/index>
- Lumbantobing, A. P., Santi, Y., & Ahmadi, D. (2024). *Characters in Traditional Games; Analysis of Literature Related to Character Values Developed in Children Through Traditional Games*. <https://doi.org/10.21107/Widyagogik/v12i2.28348>
- Mahzuna. (2023). *Modern English teaching method*. 04(05), 15–19. <https://doi.org/https://doi.org/10.55640/ejmmrms-04-05-03>
- Nurnaningsih. (2022). The use of flashcard in teaching english vocabularies by young mothers. *Surakarta English and Literature Journal*, 4(1), 44–53. <https://doi.org/https://ejournal.unsa.ac.id/index.php/selju/article/view/69>
- Razaq, Y., Idman, M., Khair, U., & Firmah, A. (2022). Mobile smartphone in foreign language teaching: Apps for teaching students' vocabulary. *ETDC: Indonesian Journal of Research and Educational Review*, 1(3), 407–414. <https://doi.org/10.51574/ijrer.v1i3.395>
- Rohiyatussakinah, I., Nuraida, I., & Oktaviana, F. (2023). *The suggestopedia method to improve students' writing skill of narrative text*. 6(1). <https://doi.org/https://doi.org/10.47080/jeltl.v6i1.2419>
- Rustamovna. (2023). Teaching vocabulary as an important way of learning language. *Ilm-Fan*, 1 (21), 18–21. <https://doi.org/10.5281/zenodo.8327764>
- Sarah, M., Tay, S., Igois, S., & Uran, G. (2022). Suggestopedia method to improve students' english vocabulary mastery in a private senior high school within a rural context in sikka regency. *Edunipa Journal ISSN Print*, 3. <https://orcid.org/0000-0002-9904-0293>
- Sari, S. N., & Aminatun, D. (2021). Students' perception on the use of english movies to improve vocabulary mastery. *Journal of English Language Teaching and Learning*, 2(1), 16–22. <https://doi.org/10.33365/jeltl.v2i1.757>
- Schmitt, H. A., Witmer, S. E., & Rowe, S. S. (2022). Text readability, comprehension instruction, and student engagement: examining associated relationships during text-based social studies instruction. *Literacy Research and Instruction*, 61(1), 62–83. <https://doi.org/10.1080/19388071.2021.2008561>
- Taylor, S. A., Hunter, G. L., Melton, H., & Goodwin, S. A. (2011). Student engagement and marketing classes. *Journal of Marketing Education*, 33(1), 73–92. <https://doi.org/10.1177/0273475310392542>

- Uiphanit, T., Unekontee, J., Wattanaprapa, N., Jankaweekool, P., & Rakbumrung, W. (2020). Using augmented reality (AR) for enhancing chinese vocabulary learning. *International Journal of Emerging Technologies in Learning*, 15(17), 268–276. <https://doi.org/10.3991/ijet.v15i17.15161>
- VanderLind, R. (2017). Effects of mental health on student learning. *Learning Assistance Review*, 22(2), 39–58. <https://files.eric.ed.gov/fulltext/EJ1154566.pdf>
- Walters, J. (2004). Teaching the use of context to infer meaning: a longitudinal survey of L1 and L2 vocabulary research. *Language Teaching*, 37(4), 243–252. <https://doi.org/10.1017/S0261444805002491>
- Yuniwanti, R. (2024). The Use of The Traditional Game of Hopscotch for The Early Reading Abilities of Children Aged 5-6 Years. In *International Social Sciences and Humanities UMJember Proceeding Series* (Vol. 3, Issue 2). <http://proceeding.unmuhjember.ac.id/index.php/iss>
- ZuhriDj, M. (2022). The effect of suggestopedia In vocabulary learning towards Indonesian madrasah students. *International Journal of Research on English Teaching and Applied Linguistics (IJRETAL)*, 3(1). <https://doi.org/10.30863/ijretal.v3i1.3154>