مجلة الآداب

Attitudes of Yemeni EFL Students at Thamar University towards Desuggestopedia Method

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Abstract:

The purpose of this research is to investigate the attitudes of Yemeni EFL students at Thamar University towards Desuggestopedia method. To achieve this objective, a quantitative approach was employed, given its suitability for the study's nature. In this research, the population consisted of all the fourth level students enrolled in the Department of English at the Faculty of Education, Thamar University. Due to the small number of the fourth level students, the researcher considered it best to take all of them as a sample. The data were collected, using a questionnaire comprised of 14 items. The questionnaire was divided into two main sections: the first section, consisting of eight items, explored students' attitudes towards Desuggestopedia techniques related to classroom set-up and activities, while the second section, comprising six items, examined students' attitudes towards the affective aspects of Desuggestopedia techniques. The collected data were analyzed statistically by using frequencies, means, and percentages. The statistically analyzed data revealed that Yemeni EFL learners generally hold positive attitudes towards Desuggestopedia as a teaching method, highlighting its potential effectiveness in enhancing the learning experience.

Keywords: Affective aspects, Classroom set-up, Music, Desuggestopedia techniques, Teaching methods.

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مجلة الآداب

اتجاهات طلبة اللغة الإنجليزية اليمنيين بجامعة ذمار تجاه الطريقة الإيحائية

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الملخص:

يهدف هذا البحث إلى استقصاء اتجاهات الطلبة اليمنيين بجامعة ذمار الدارسين للغة الإنجليزية بوصفها لغة أجنبية تجاه الطريقة الإيحائية. ولتحقيق هذا الهدف، تم استخدام المنهج الكمي، نظرًا لمدى ملاءمته لطبيعة الدراسة. وتكون مجتمع البحث من جميع طلاب المستوى الرابع المسجلين في قسم اللغة الإنجليزية في كلية التربية بجامعة ذمار. ونتيجة لقلة عدد طلاب المستوى الرابع، تم اخذ الكل كعينة للبحث. ولقد تم جمع البيانات، باستخدام استبيان يتكون من 14 بندا، حيث تم تقسيم الاستبيان إلى قسمين رئيسيين: القسم الأول، المكون من ثمانية بنود، استقصى اتجاهات الطلاب تجاه تقنيات الطريقة الإيحائية فيما يتعلق بتنظيم الصف الدراسي وأنشطته، أما القسم الثاني، المكون من ستة عناصر، استقصى اتجاهات الطلاب تجاه الجوانب الوجدانية لتقنيات الطريقة الإيحائية. وبعد جمع البيانات، تم تحليلها باستخدام التكرارات والمتوسطات والنسب المئوية. وكشفت البيانات التي تم تحليلها إحصائيًا أن متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة ذمار يتبنون مواقف إيجابية تجاه الإيحائية كطريقة تدريس، مما يسلط الضوء على فعاليتها المحتملة في تعزيز تجربة التعلم.

الكلمات المفتاحية: الجوانب الوجدانية، تنظيم الصف الدراسي، الموسيقى، تقنيات الطريقة الإيحائية، طرق التدريس.

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1. Introduction

Desuggestopedia method has received much attention in recent years due to its effective techniques in teaching English. Desuggestopedia is one of the new teaching methods that emerged in the 20th century. According to Tay and Uran (2022), Georgi Lozanov, a Bulgarian educator, was the first one who developed Desuggestopedia method in the 1970s. This method is based on how the human brain operates and how students learn best and enjoy learning. Therefore, it is a new humanistic method, which helps students learn a foreign language. Moreover, Dawolo et al. (2023) argued that Desuggestopedia is a method that helps students apply the rules of a new language form by using audiovisual tools and games to stimulate their creativity.

Three intimately related and interrelated principles emerged as fundamental to the Desuggestopedia method. The first principle, "Happiness Without Stress," posits that positive emotions such as lightness, cheerfulness, optimism, and self-confidence foster intellectual activity. This principle aims to create an enjoyable and relaxing learning atmosphere to enhance students' positive emotions, self-confidence, and active participation (Sun, 2023). The second principle, "Unity of Consciousness and Unconsciousness," emphasizes the harmonious cooperation of memory and understanding when both conscious and unconscious minds are engaged (Larsen-Freeman, 2000). Lastly, the "Interaction Principle of Suggestive Means" underscores the importance of building close relationships and mutual respect between teachers and students. Teachers use persuasive strategies consistent with real-world situations to build students' confidence, emphasizing the teacher's role in making suggestions (Isnaini, 2021).

Desuggestopedia instruction has several notable effects. Cognitively, it creates a friendly classroom environment that boosts students' optimism and self-assurance, helping them overcome learning challenges and easing the transition from input to intake. Role-playing activities and exposure to the complex target language system improve learners' comprehension and communication skills. Motivationally, the playful exercise design of Desuggestopedia enhances intrinsic motivation by allowing students to select activities based on their interests, increasing their control over their education and making them feel more competent (Farhani, 2022). Emotionally, the method lowers learners' tension and anxiety, improving their emotional well-being through relaxation techniques used during movement-oriented activities. Socially, Desuggestopedia encourages the formation of autonomous groups of learners who continue working on specific subjects after the course ends, fostering a positive view of the shared learning process through high degrees of social interaction and sincere discourse (Bhakti, 2011).

Several key techniques define Desuggestopedia method. These include creating a comfortable classroom environment, using peripheral education through classroom decorations (Indriani, 2016), positive suggestions to convey encouraging messages (Astutik, 2019), and role-playing to build personalities in the

target language (Dincay, 2010). Other techniques involve reading dialogues in a light-hearted manner (Arulselvi, 2017), engaging in creative activities such as games and dramatization (Larsen-Freeman, 2000), and using concert sessions where the teacher reads passages aloud to facilitate learning (Jumreni, 2017).

Teachers play a crucial role in maintaining student motivation, creating a conducive learning environment, and aiding long-term memory retention. They should have a well-thought-out instructional plan, emphasize the importance of a neat classroom furnished with posters and visual aids, and focus on making students feel comfortable and confident (Shikare, 2017). Emotionalizing the linguistic materials to assist students in comprehending and giving meaning to the content is also essential (Majali et al., 2020). Students, on the other hand, are encouraged to adopt a "pseudo-passive" attitude, enhancing their self-worth, spontaneity, and openness to new experiences (Adani & Efendi, 2022).

Instruction with Desuggestopedia has a number of noteworthy advantages. Desuggestopedia method is a teaching method that enhances students' comprehension of a foreign language, reduces training time and fatigue, and focuses on communication skills rather than grammar rules (Darici, 2022). On the contrary, Nabilah (2022) argued that there are some disadvantages of utilizing Desuggestopedia method; it can be used only in small classes, teachers need extra time to prepare, and not all schools have the necessary infrastructure. Furthermore, Apriyana and Islamiyah (2011) stated that Desuggestopedia has disadvantages such as, disturbing other classes, the use of hypnosis, and the potential for infantilization of learning, which some students may reject despite its effectiveness.

Adani and Efendi's study (2022) on teaching English using the Desuggestopedia method found six advantages and three disadvantages. The advantages include knowledge development, student motivation improvement, anxiety elimination, comfortable learning environment, music use, and assignment limitation. Disadvantages include cost, absence of tests and quizzes, and time-consuming nature. The study highlights the need for special class settings and a more flexible method to teaching English.

Ivanova and Severinova (2021) explored the emotional aspect of language learning, focusing on the concept of happiness in Desuggestopedia. They suggested that teachers should monitor students' emotions and create a supportive learning environment. They emphasize the importance of respectful human relations and a productive classroom, fostering a positive learning environment that encourages students to take risks and participate in the classroom.

Majali et al. (2020) conducted a study on the impact of the Desuggestopedia method on English-speaking skills development at Mayar International Schools. The study involved 40 students divided into two groups: an experimental group using Desuggestopedia method and a control group using a traditional method. Data was collected through a speaking test, checklist, and attitude questionnaire. The results showed a positive effect on students' English speaking skills and positive attitudes towards the method.

Puspitasari (2020) conducted this study to determine how the Desuggestopedia method implementation improves students' reading comprehension. He used a classroom action research design, and the research subject was the VII B Executive grade, which consists of 24 students. Based on the results of the reading test items, observation checklist, and field notes, he concluded that the use of Desuggestopedia method can improve students' reading comprehension and the active participation by providing more practice, more explanation, and a more comfortable and enjoyable learning environment.

Faniry (2018) attempted to examine how Desuggestopedia affected students' motivation, receptivity, and attitudes. . Both quantitative and qualitative data were gathered in order to meet the study's goals. Based on the results of the test, observation, interview, and questionnaires, it can be concluded that Desuggestopedia method improved learners' receptivity to the lessons and helped them adopt a more positive outlook on learning English.

In her study, Herlina (2012) conducted a qualitative content analysis study using primary data and library research to analyze an interesting method like Desuggestopedia. She concluded that Desuggestopedia method is the appropriate teaching method that can improve the students`speaking competence.

In their study, Syarifuddin et al. (2022) attempted to find out the effectiveness of Desuggestopedia-based language learning to enhance students' speaking skills viewed from teachers' educational backgrounds at middle schools. To achieve the objectives of the study, the researchers used an experimental study using quasi-experimental design. The sample of the study consisted of 65 students from the middle schools. The sample was divided into two groups and were selected at random to be an experimental group (33 students), and a control group (32 students). The researchers used a test as a tool for collecting data. Results of the study indicated that the application of Desuggestopedia-based language learning has positive effects on speaking skills at middle schools.

Farhani (2022) conducted his study to examine the impact of using Desuggestopedia method on the development of students' vocabulary mastery. To achieve the objectives of the study, the researcher used an experimental study using quasi-experimental design. The sample of the study was students of SMKN 1 Mesjid Raya, which consists of 63 students. The sample was divided into two groups and were selected at random to be an experimental group (37 students), and a control group (26 students). A pre-posttest was used as an instrument for collecting data. Results of the study showed that Desuggestopedia positively affected learners' vocabulary mastery.

Safitri and Novita's (2020) conducted an experimental study using quasi-experimental design to assess the effect of using Desuggestopedia method on the development of students' reading comprehension. The sample of the study was X AK-2 of SMK Walisongo 1 Gempol, which consists of 28 students. The sample was divided into two groups and were selected at random to be an experimental group (14 students), and a

control group (14 students). The experimental group was taught by using Desuggestopedia method, while the control group was taught by using a traditional method. The researchers designed a test as an instrument for collecting data. Results of the study indicated that the application of Desuggestopedia method has a positive effect on the development of students' reading comprehension.

Although the effectiveness of Desuggestopedia method was demonstrated over four decades ago, the researchers have paid little attention to ask students about their attitudes towards it. In this research, the researcher observed that fourth level students find it difficult to understand English easily because of the traditional methods used in the process of teaching English. Most of Yemeni teachers do not know about their students` attitudes towards the method used in teaching. Consequently, they do not know which method that may suit their students. Based on the problem stated above, the purpose of this research is to investigate the attitudes of Yemeni EFL students at Thamar University towards Desuggestopedia method. Data for this research will be collected using a questionnaire. This research attempted to address the following question: What are the attitudes of Yemeni EFL students at Thamar University towards Desuggestopedia method?

2. Methodology

2.1. Research approach

It was decided that the best approach to adopt for this investigation was to employ a quantitative approach to explore the attitudes of Yemeni EFL students towards Desuggestopedia method in the academic year 2023-2024.

2.2. Participants

The intended target population was all the fourth level students who studied in the Department of English at the Faculty of Education, Thamar University. The total number of the population was 27 students. Due to the small number of the fourth level students enrolled in the Department of English, the researcher considered it best to take all the fourth level students as a sample. However, not all students participated in this research, as (2) students decided not to respond to the questionnaire because of their absence and (10) students were chosen randomly as a pilot group. Therefore, final number of students who participated in responding to the questionnaire were (15) students whose ages were in the range of 21-26 years.

2.3. Instrument

The researcher developed a questionnaire of 14 items after he had reviewed a rich body of literature. The questionnaire items were divided into two broad sections. While the first section, which consisted of eight items, tried to investigate fourth level students' attitudes towards Desuggestopedia techniques related to classroom set-up and activities, the second section, which consisted of six items, tried to investigate fourth level students' attitudes towards the affective aspects of Desuggestopedia techniques.

2.3.1. Validity of the questionnaire

To ensure the validity of the first draft of the questionnaire, English language experts with expertise in curriculum and English teaching methods were asked to serve as referees for the research instrument. The referees were politely requested to confirm the questionnaire's content and make any necessary modifications in accordance with the goal of the research. The researcher complied with all necessary alterations that would aid in the successful completion of his research, taking into account the referees' notes, modifications, and recommendations. The referees confirmed that the final form of the questionnaire was valid after it was modified based on their comments and suggestions regarding the first draft.

2.3.2. Reliability of the questionnaire

According to reliability, a questionnaire's results should be fairly comparable to each other when it is administered again (Creswell, 2012). In the academic year 2023–2024, the questionnaire reliability was established by administering it to a pilot group of (10) fourth-level students from the Department of English at the Faculty of Education, Thamar University. These students were selected at random from the population of the research and were not part of the sample. Three weeks later, the same group was given the questionnaire again to ensure its reliability. After that, Pearson Correlation Formula was used to gauge the questionnaire's reliability. Experts in statistics deemed the outcome (0.85) was appropriate.

2.4. Data collection

As per Creswell (2012), the process of gathering data involves obtaining consent from research participants before conducting the research, followed by the administration of instruments through asking the participants. All fourth-level students who were enrolled in the English Department at the Faculty of Education, Thamar University gave their ethical approval before any investigation could begin. Each participant took roughly twenty-five minutes to complete the questionnaire. The intended questionnaire would ask participants to rate their agreement or disagreement using a 5-point Likert scale: 1 represented strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 represented strongly agree. They were instructed to carefully read the questionnaire items and choose the best response for each item. The data will be processed using statistical processes, which are methods for processing quantitative data (Ary et al., 2010). Following data collection, the researcher used SPSS version 20 to evaluate the data statistically. Since the current research was quantitative, the participants' responses to the questionnaire were presented in frequencies, percentages, and means.

3. Results and discussion

The current research presented the results obtained from analyzing participants' responses to the questionnaire.

Table 1

Descriptive statistics of fourth level students' attitudes towards Desuggestopedia techniques related to classroom set-up and activities

NO.	Item	SD	D	N	A	SA	Total	Mean
1.	In Desuggestopedia, comfortable seats, flowers, the bright decor, whiteboard, posters and pictures will contribute to the improvement of learning English.	00	2	2	2	9	15	4.20
		00%	13.3%	13.3%	13.3%	60%	100%	
2.	Posters and pictures may enable me to understand English in a funny and interesting way.	00	00	2	6	7	15	4.33
		00%	00%	13.3%	40%	46.7%	100%	
3.	Fine arts such as music and drama can stimulate my imagination and help me understand English.	2	1	2	4	6	15	3.73
		13.3%	6.7%	13.3%	26.7%	40%	100%	
4.	My new identity will help me feel more secure and open to learn English.	1	1	1	2	10	15	4.27
		6.7%	6.7%	6.7%	13.3%	66.7%	100%	
5.	The strategy of translation into the native language (Arabic) will clarify the meanings of English concepts.	1	3	2	1	8	15	3.80
		6.7%	20%	13.3%	6.7%	53.3%	100%	
6.	A dramatization in the form of role-playing may help me to apply what I will learn in an interesting way.	2	1	2	5	5	15	3.67
		13.3%	6.7%	13.3%	33.3%	33.3%	100%	
7.	I believe that the time of doing assignments at night and in the morning may help me understand English.	2	1	1	3	8	15	3.93
		13.3%	6.7%	6.7%	20%	53.3%	100%	
8.	Visualization of scenes will help me to feel relaxed and encourage me to do my best in learning English.	00	1	2	1	11	15	4.47
		00%	6.7%	13.3%	6.7%	73.3%	100%	

Table 1 provides the summary statistics for the first part of the questionnaire, which consists of the first eight items. The analysis of this part is connected with the fourth level students' attitudes towards Desuggestopedia techniques related to classroom set-up and activities. It can be seen from the data in table 1 that the eight items are analyzed as follows:

Regarding item 1, there are (9) participants with a percentage of (60.0) who strongly agree on the above-mentioned statement. The number of participants who agree is (2) with a percentage of (13.3). The number of participants who are neutral is (2) with a percentage of (13.3). On the other hand, there are (2) participants with a percentage of (13.3) who disagree. Therefore, it is clear that most of the participants agree on the statement, which says (In Desuggestopedia, comfortable seats, flowers, the bright decor, whiteboard, posters and pictures will contribute to the improvement of learning English).

The result obtained from item 2 indicates that there are (7) participants with a percentage of (46.7) who strongly agree on the above-mentioned statement. The number of participants who agree is (6) with a percentage of (40.0). On the other hand, the number of participants who are neutral is (2) with a percentage of (13.3). Hence, it can be inferred that most of the participants agree on the statement which says (Posters and pictures may enable me to understand English in a funny and interesting way).

With regard to item 3, there are (6) participants with a percentage of (40.0) who strongly agree on the above-mentioned statement. The number of participants who agree is (4) with a percentage of (26.7). The number of participants who are neutral is (2) with a percentage of (13.3). On the other hand, there is (1) participant with a percentage of (6.7) who disagrees. Moreover, the number of participants who strongly disagree is (2) with a percentage of (13.3). As a result, it can be said that most of the participants agree on the statement which says (Fine arts such as music and drama can stimulate my imagination and help me understand English).

With respect to item 4, there are (10) participants with a percentage of (66.7) who strongly agree on the above-mentioned statement. The number of participants who agree is (2) with a percentage of (13.3). The number of participants who are neutral is (1) with a percentage of (6.7). On the other hand, there is (1) participant with a percentage of (6.7) who disagrees. Moreover, the number of participants who strongly disagree is (1) with a percentage of (6.7). Thus it is clear that most of the participants agree on the statement which says (My new identity will help me feel more secure and open to learn English).

As regards item 5, there are (8) participants with a percentage of (53.3) who strongly agree on the above-mentioned statement. The number of participants who agree is (1) with a percentage of (6.7). The number of participants who are neutral is (2) with a percentage of (13.3). On the other hand, there are (3) participants with a percentage of (20.0) who disagree. Moreover, the number of participants who strongly disagree is (1) with a percentage of (6.7). Consequently, it can be noticed that most of the participants agree on the statement which says (The strategy of translation into the native language (Arabic) will clarify the meanings of English concepts).
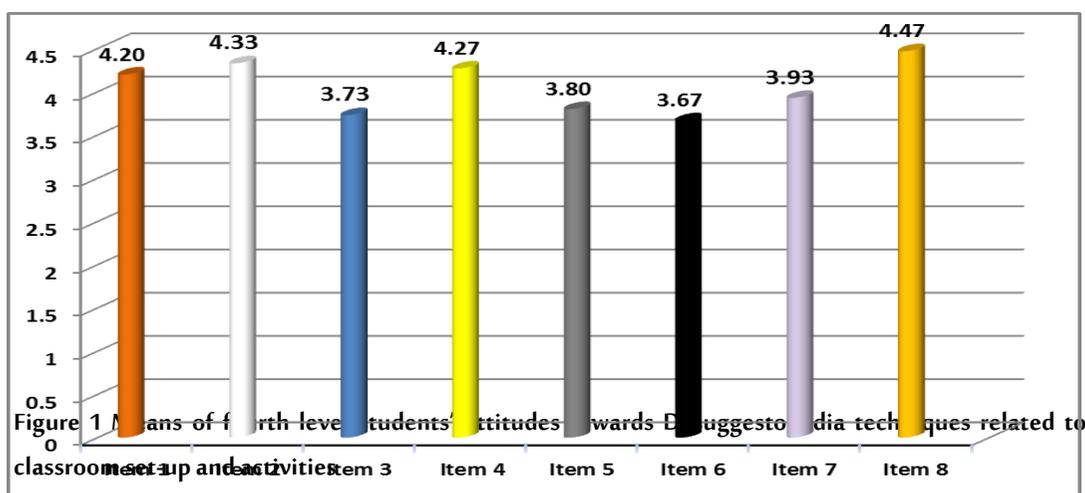
As respects item 6, there are (5) participants with a percentage of (33.3) who strongly agree on the above-mentioned statement. The number of participants who agree is (5) with a percentage of (33.3). The

number of participants who are neutral is (2) with a percentage of (13.3). On the other hand, there is (1) participant with a percentage of (6.7) who disagrees. Moreover, the number of participants who strongly disagree is (2) with a percentage of (13.3). Therefore, it can be concluded that most of the participants agree on the statement which says (A dramatization in the form of role-playing may help me to apply what I will learn in an interesting way).

With respect to item 7, that there are (8) participants with a percentage of (53.3) who strongly agree on the above-mentioned statement. The number of participants who agree is (3) with a percentage of (20.0). The number of participants who are neutral is (1) with a percentage of (6.7). On the other hand, there is (1) participant with a percentage of (6.7) who disagrees. Moreover, the number of participants who strongly disagree is (2) with a percentage of (13.3). As a result, it can be said that most of the participants agree on the statement which says (I believe that the time of doing assignments at night and in the morning may help me understand English).

The result obtained from item 8 indicates that there are (11) participants with a percentage of (73.3) who strongly agree on the above-mentioned statement. The number of participants who agree is (1) with a percentage of (6.7). The number of participants who are neutral is (2) with a percentage of (13.3). On the other hand, there is (1) participant with a percentage of (6.7) who disagrees. Hence, it can be concluded that most of the participants agree on the statement which says (Visualization of scenes will help me to feel relaxed and encourage me to do my best in learning English).

Figure 1 Means of fourth level students' attitudes towards Desuggestopedia techniques related to classroom set-up and activities

Moreover, it can be seen from table 1 and figure that the mean of the item 8 is the highest (4.47), while the mean of the item 3 is the lowest (3.67). This means that the majority of students have positive attitudes towards using Desuggestopedia techniques related to classroom set-up and activities. These results can be

attributable to the excellent classroom setup, which will have cozy chairs, cheerful decor, a whiteboard, posters, and images. Furthermore, there are a number of plausible causes for this result, including the engaging exercises that will grab the students' interest, like scene visualization, dramatization, Arabic translation, adopting a new identity, and music listening.

The current research's results are in line with those of Tajariana et al. (2022), who demonstrated that classroom setup and activities are crucial to helping students understand English and feel at ease. They also claimed that because of the enjoyable learning atmosphere in the classroom, students might have favorable opinions about Desuggestopedia. Furthermore, these results are consistent with those of Alhamad and Al-Jaf (2022), who found that participants had strong opinions about the Desuggestopedia classroom set-up and activities. They proposed that the physical surroundings and the classroom environment, which ought to be abundant in sensory components like music, color, and art, are the most important factors of language learning.

Table 2

Descriptive statistics of fourth level students' attitudes towards Desuggestopedia techniques related to the affective aspects

NO.	Item	SD	D	N	A	SA	Total	Mean
9.	The principle of love in the teacher's personality will enhance my confidence, trust, and calmness.	00	2	1	1	11	15	4.40
		00%	13.3%	6.7%	6.7%	73.3%	100%	
10.	Desuggestopedia may help me to eliminate the psychological barriers such as fear and anxiety during the process of learning English.	1	1	3	4	6	15	3.87
		6.7%	6.7%	20%	26.7%	40%	100%	
11.	I may love the principle of freedom to be involved in activities such as games and dramas according to my personal traits and abilities.	1	1	2	2	9	15	4.13
		6.7%	6.7%	13.3%	13.3%	60%	100%	
12.	Learning English will be enhanced because of the unity between the conscious side (my attendance to learn) and the subconscious side (music, drama and song).	2	2	2	3	6	15	3.60
		13.3%	13.3%	13.3%	20%	40%	100%	
13.	In Desuggestopedia, the affective side of	1	2	1	2	9	15	4.07

	friendship with my colleagues will be emphasized.	6.7%	13.3%	6.7%	13.3%	60%	100%	
14.	The indirect way of correcting errors will encourage me to participate in the learning process without any fear of committing errors.	00	00	2	2	11	15	4.60
		00%	00%	13.3%	13.3%	73.3%	100%	

Table 2 lists the summary statistics for the second part of the questionnaire, which consists of six items ranged from 9 to 14. The analysis of this part is connected with the fourth level students' attitudes towards Desuggestopedia techniques related to the affective aspects. It can be seen from the data in table 2 that the last six items are analyzed as follows:

With respect to item 9, there are (11) participants with a percentage of (73.3) who strongly agree on the above-mentioned statement. The number of participants who agree is (1) with a percentage of (6.7). The number of participants who are neutral is (1) with a percentage of (6.7). On the other hand, there are (2) participants with a percentage of (13.3) who disagree. Therefore, it can be concluded that most of the participants agree on the statement which says (The principle of love in the teacher's personality will enhance my confidence, trust and calmness).

The result obtained from item 10 indicates that there are (6) participants with a percentage of (40.0) who strongly agree on the above-mentioned statement. The number of participants who agree is (4) with a percentage of (26.7). The number of participants who are neutral is (3) with a percentage of (20.0). On the other hand, there is (1) participant with a percentage of (6.7) who disagrees. Moreover, the number of participants who strongly disagree is (1) with a percentage of (6.7). Consequently, it can be noticed that most of the participants agree on the statement which says (Desuggestopedia may help me to eliminate the psychological barriers such as fear and anxiety during the process of learning English).

As regards item 11, there are (9) participants with a percentage of (60.0) who strongly agree on the above-mentioned statement. The number of participants who agree is (2) with a percentage of (13.3). The number of participants who are neutral is (2) with a percentage of (13.3). On the other hand, there is (1) participant with a percentage of (6.7) who disagrees. Moreover, the number of participants who strongly disagree is (1) with a percentage of (6.7). Thus it is obvious that most of the participants agree on the statement which says (I may love the principle of freedom to be involved in activities such as games and dramas according to my personal traits and abilities).

With respect to item 12, there are (6) participants with a percentage of (40.0) who strongly agree on the above-mentioned statement. The number of participants who agree is (3) with a percentage of (20.0). The

number of participants who are neutral are (2) with a percentage of (13.3). On the other hand, there are (2) participants with a percentage of (13.3) who disagree. Moreover, the number of participants who strongly disagree is (2) with a percentage of (13.3). Therefore, it can be inferred that most of the participants agree on the statement which says (Learning English will be enhanced because of the unity between the conscious side (my attendance to learn) and the subconscious side (music, drama and song).

With regard to item 13, there are (9) participants with a percentage of (60.0) who strongly agree on the above-mentioned statement. The number of participants who agree is (2) with a percentage of (13.3). The number of participants who are neutral is (1) with a percentage of (6.7). On the other hand, there are (2) participants with a percentage of (13.3) who disagree. Moreover, the number of participants who strongly disagree is (1) with a percentage of (6.7). As a result, it can be said that most of the participants agree on the statement which says (In Desuggestopedia, the affective side of friendship with my colleagues will be emphasized).

The result obtained from item 14 indicates that there are (11) participants with a percentage of (73.3) who strongly agree on the above-mentioned statement. The number of participants who agree is (2) with a percentage of (13.3). On the other hand, the number of participants who are neutral is (2) with a percentage of (13.3). Therefore, it can be concluded that most of the participants agree on the statement which says (The indirect way of correcting errors will encourage me to participate in the learning process without any fear of committing errors).
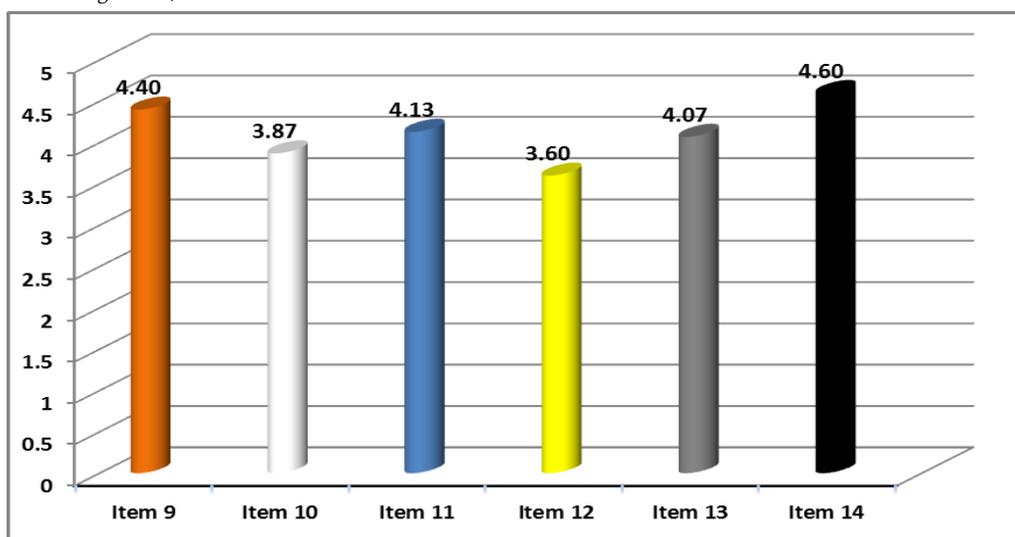

Figure 2 Means of fourth level students' attitudes towards Desuggestopedia techniques related to the affective aspects

Furthermore, it can be seen from table 2 that the mean of the item 14 is the highest (4.60), while the mean of the item 12 is the lowest (3.60). This means that the majority of students have positive attitudes towards using Desuggestopedia techniques related the affective aspects. It appears plausible that the emotional relationship between the instructor and his pupils will be the cause of these results. This indicates that the instructor will view each one of the pupils as a son or daughter. This result may also be explained by a number of factors, including the teacher's indirect approach to addressing pupils' mistakes and the union of the subconscious (music, drama, and song) and conscious (attendance to learn). While learning English, these factors will hopefully help students become more self-assured, peaceful, and trustworthy while also removing psychological obstacles like fear and worry.

The present research's results are in line with those of Farhani (2022), who demonstrated that a critical first step in assisting students in learning English is to lessen their tension and anxiety, particularly when it comes to dealing with or discussing emotional effects. Additionally, he showed that students might gain from working together with the instructor and other students. Moreover, these results align well with those of Fania et al. (2023), who contended that students had positive attitudes regarding Desuggestopedia techniques from an effective perspective. They said that because these techniques address the connection between mental capacity and learning ability, they are effective.

In summary, these results indicated that fourth level students had positive attitudes towards Desuggestopedia method.

4. Conclusion

It was the main purpose of the research to draw attention to the senior students' perceptions towards the Desuggestopedia method. One of the most significant results that emerged from this research is that the majority of fourth-level students have positive attitudes towards using Desuggestopedia techniques related to classroom set-up and activities. The second major result was that most of the fourth-level students have positive attitudes towards using Desuggestopedia techniques related to the affective aspects. Considerable insight has been gained with regard to undergraduate students' attitudes towards the different techniques of the Desuggestopedia method. Moreover, the current results add to the growing body of literature on teaching methods.

Although the research has successfully demonstrated that fourth-level students have positive attitudes towards Desuggestopedia method, it has certain limitations in terms of the small sample size and the use of a questionnaire as an instrument for collecting quantitative data regarding behaviors and attitudes. The results of this research have a number of important implications for future practice. Further research should be done to investigate the impact of using Desuggestopedia method on teaching English as a foreign language. Recommendations for future research include expanding the sample size and including a more diverse range

of participants to enhance the validity and generalizability of the findings, integrating qualitative methods such as interviews and focus groups to complement quantitative data and provide deeper insights into students' experiences with Desuggestopedia, exploring the long-term effects of Desuggestopedia on language retention and proficiency to better understand its sustained impact on learners, investigating the integration of technology with Desuggestopedia techniques such as using virtual reality to create immersive language learning environments or employing mobile apps to reinforce learning outside the classroom, assessing the effectiveness of Desuggestopedia in different educational contexts and for different subjects to determine its versatility and broader applicability, and examining the impact of teacher training programs on the successful implementation of Desuggestopedia techniques, ensuring educators are well-equipped to use this method effectively.

In short, this study underlines the potential benefits of the Desuggestopedia method in language education, highlighting its positive reception among students and its potential to enhance classroom dynamics and student engagement. Continued research in this area, particularly with the inclusion of technological advancements, will further elucidate the method's efficacy and broaden its applicability, potentially leading to more dynamic and effective teaching practices across various educational settings.

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