

APPLYING CLL, SUGGESTOPEDIA, AND THE SILENT WAY BASED ON AFFECTIVE FACTORS IN ENGLISH LEARNING AMONG GRADE X STUDENTS OF SMKN 1 BANYUASIN III

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Abstrak

Penelitian ini bertujuan mendeskripsikan penerapan metode pengajaran terintegrasi yang menggabungkan Community Language Learning (CLL), Sugestopedia, dan Metode Diam (Silent Way) dengan memperhatikan faktor afektif siswa dalam pembelajaran bahasa Inggris. Penelitian ini juga mengkaji pengaruh metode tersebut terhadap motivasi, kepercayaan diri, kecemasan, serta hasil belajar bahasa Inggris siswa kelas X SMKN 1 Banyuasin III. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan melibatkan 37 siswa. Data dikumpulkan melalui lembar observasi, angket, tes hasil belajar, catatan lapangan, dan wawancara, kemudian dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa integrasi ketiga metode berjalan efektif dan saling melengkapi. Sugestopedia membantu mengurangi hambatan psikologis dan menciptakan suasana belajar yang nyaman, CLL membangun rasa aman dan kebersamaan, sedangkan Metode Diam mendorong kemandirian belajar siswa. Penerapan metode ini meningkatkan motivasi dan kepercayaan diri siswa serta menurunkan tingkat kecemasan. Selain itu, hasil belajar bahasa Inggris siswa meningkat secara signifikan, ditunjukkan oleh kenaikan nilai rata-rata dari 65,3 pada tes awal menjadi 83,7 pada akhir siklus kedua. Dengan demikian, pendekatan terintegrasi berbasis faktor afektif terbukti efektif dalam meningkatkan kondisi emosional dan prestasi belajar siswa.

Kata kunci: Community Language Learning (CLL), Sugestopedia, Metode Diam (Silent Way), faktor afektif, hasil belajar bahasa Inggris, Penelitian Tindakan Kelas.

Abstract

This study aimed to describe the implementation of an integrated teaching approach combining Community Language Learning (CLL), Sugestopedia, and the Silent Way, with particular attention to students' affective factors in learning English. The study investigated how the integrated methods influenced students' motivation, self-confidence, and anxiety, as well as their English learning achievement among tenth-grade students at SMKN 1 Banyuasin III. The research employed Classroom Action Research (CAR) consisting of two cycles involving 37 students. Data were collected through observation sheets, questionnaires, achievement tests, field notes, and interviews, and were analyzed using qualitative and quantitative approaches. The findings revealed that the integration of the three methods was effective and complementary. Sugestopedia reduced psychological barriers and created a relaxed learning environment, CLL fostered a sense of security and community, while the Silent Way encouraged learner autonomy. The implementation resulted in significant improvements in students' affective conditions, including higher motivation and self-confidence and lower anxiety levels. Students' English achievement also improved substantially, with the mean score increasing from 65.3 in the pre-test to 83.7 at the end of the second cycle. The study concludes that the integrated affective-based approach effectively enhances both students' emotional well-being and English learning outcomes.

Keywords: Community Language Learning (CLL), Sugestopedia, Silent Way, affective factors, English learning achievement, Classroom Action Research.

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1. INTRODUCTION

English is one of the compulsory subjects taught at all levels of education in Indonesia, including Vocational High Schools (SMK). In the context of vocational education, English plays an important role in preparing students to communicate effectively in academic and professional settings. The ability to use English is increasingly required in the workplace, particularly in the era of globalization and industrial development, where vocational graduates are expected to possess both technical competencies and communication skills.

Despite its importance, English learning in many Indonesian vocational schools continues to face considerable challenges. One of the major problems is the low level of student engagement and achievement in English classes. Preliminary observations conducted at SMKN 1 Banyuasin III revealed that many Grade X students perceive English as a difficult and less relevant subject to their vocational specialization. Consequently, students often demonstrate low participation, limited confidence in using English, and poor academic performance.

Recent studies emphasize that successful language learning is influenced not only by cognitive factors but also by affective factors such as motivation, self-confidence, anxiety, and willingness to communicate. Learners who possess high motivation and self-efficacy tend to achieve better language proficiency, whereas anxiety and negative emotions often hinder language acquisition and classroom participation (Rochmawati et al., 2023; Ulhusna, 2025). Research further indicates that positive emotional conditions contribute significantly to language learning success, while excessive anxiety can reduce learners' willingness to communicate and negatively affect achievement.

The importance of affective factors in language learning can be explained through Krashen's Affective Filter Hypothesis. According to this theory, emotional variables such as motivation, self-confidence, and anxiety function as a psychological filter that may facilitate or impede language acquisition. When learners experience high anxiety and low confidence, the affective filter becomes elevated, preventing language input from being processed effectively. Conversely, when learners feel relaxed, motivated, and confident, language acquisition occurs more successfully. Recent empirical studies continue to confirm the significant relationship between motivation, anxiety, and language learning outcomes.

Considering the importance of affective factors, language teachers need instructional approaches that not only develop linguistic competence but also create a supportive emotional learning environment. Humanistic language teaching methods provide an appropriate framework for addressing this need because they place learners' feelings, emotions, and psychological well-being at the center of the learning process.

Among the humanistic approaches, Community Language Learning (CLL), Suggestopedia, and The Silent Way are recognized as methods that strongly emphasize learners' affective development. Community Language Learning, developed by Charles Curran, views language learning as a counseling process in which teachers act as facilitators and students learn through supportive group interaction. This method promotes trust, cooperation, and a sense of security, thereby reducing learners' anxiety and enhancing confidence.

Suggestopedia, introduced by Georgi Lozanov, is based on the principle that learning is most effective when learners are in a relaxed and positive mental state. Through the use of music, comfortable classroom settings, and positive suggestion, Suggestopedia aims to eliminate psychological barriers and maximize learners' learning potential. Studies have shown that relaxed learning environments contribute positively to motivation, engagement, and language achievement.

Meanwhile, The Silent Way, developed by Caleb Gattegno, encourages learner autonomy and active problem-solving. By minimizing teacher talk and maximizing learner participation, students become more responsible for their own learning. This approach helps learners develop independence, critical thinking skills, and self-confidence, all of which are important affective components in successful language learning.

Although each method possesses unique strengths, none of them independently addresses all dimensions of affective learning. Community Language Learning effectively builds interpersonal relationships but may limit instructional efficiency. Suggestopedia successfully reduces anxiety but requires specific classroom conditions. The Silent Way fosters learner autonomy but may initially challenge students who are accustomed to teacher-centered instruction. Therefore, integrating these three methods offers a potentially comprehensive solution in which the strengths of one method compensate for the limitations of the others.

Several recent studies have highlighted the benefits of combining humanistic and affective-oriented teaching approaches to improve language learning outcomes and student engagement. Research indicates that instructional strategies that simultaneously enhance motivation, reduce anxiety, and strengthen self-confidence produce more favorable learning outcomes than approaches focusing solely on cognitive development.

Based on the problems identified and the theoretical considerations discussed above, this study seeks to investigate the application of combined methods of Community Language Learning (CLL), Suggestopedia, and The Silent Way based on affective factors in English learning among Grade X students of SMKN 1 Banyuasin III. The study is expected to provide empirical evidence regarding the effectiveness of integrating these humanistic methods in improving students' affective conditions and English learning achievement.

2. METHOD

This study employed Classroom Action Research (CAR), a reflective research approach aimed at improving teaching and learning practices through the implementation of planned instructional interventions. CAR is widely used in educational settings because it enables teachers to identify classroom problems, implement solutions, and evaluate their effectiveness systematically (Mertler, 2022).

The research was conducted at SMKN 1 Banyuasin III during the 2026/2027 academic year and involved 37 Grade X students. The study adopted the Kemmis and McTaggart action research model, which consists of four cyclical stages: planning, action, observation, and reflection. Two cycles were implemented to allow continuous improvement based on findings from the preceding cycle (Kemmis et al., 2023).

The instructional intervention integrated three humanistic language teaching methods: Community Language Learning (CLL), Suggestopedia, and The Silent Way. The learning activities were designed to address students' affective factors, particularly motivation, self-confidence, and anxiety. Suggestopedia was applied to create a relaxed learning atmosphere, CLL was used to promote supportive interaction and collaboration, while The Silent Way encouraged learner autonomy and active participation.

Data were collected through classroom observations, questionnaires, achievement tests, interviews, and field notes. The questionnaires were adapted from established instruments measuring foreign language anxiety and learning motivation. Quantitative data from tests and questionnaires were analyzed using descriptive statistics, including mean scores and percentages, while qualitative data from observations, interviews, and field notes were analyzed through data reduction, data display, and conclusion drawing procedures (Miles, Huberman, & Saldaña, 2020). The combination of quantitative and qualitative analyses

provided a comprehensive understanding of the effectiveness of the integrated teaching methods in improving both students' affective conditions and English learning outcomes.

3. RESULT AND DISCUSSION

Result

This chapter presents the findings obtained from the implementation of classroom action research conducted in two cycles. The findings encompass the development of the instructional design, the implementation of the integrated teaching methods, and the effectiveness of the intervention in improving students' affective factors and English learning achievement. Furthermore, this chapter discusses the relationship between the research findings and the theoretical framework underpinning the study.

3.1 Learning Design Development

Based on the needs analysis and theoretical review, an English learning model integrating Community Language Learning (CLL), Suggestopedia, and The Silent Way was successfully developed. The instructional design was specifically structured to address students' affective factors, including motivation, self-confidence, and anxiety.

The design combined the humanistic principles of CLL, the relaxation and positive suggestion techniques of Suggestopedia, and the learner autonomy principles of The Silent Way. Learning activities were supported by circular seating arrangements, instrumental background music, colored cards, language charts, and structured teacher guidance. Throughout the learning process, the teacher gradually shifted roles from facilitator and motivator to counselor and observer, allowing students to take greater responsibility for their own learning.

3.2 Implementation of the Integrated Methods

Cycle I

The first cycle revealed that students were still adapting to the new learning environment. During the Suggestopedia phase, students appeared more relaxed and attentive due to the calming classroom atmosphere and background music. During the CLL activities, students began interacting with peers although they remained hesitant to express their ideas openly.

The Silent Way stage posed the greatest challenge. Many students initially felt confused when the teacher reduced verbal explanations and relied on visual teaching aids. As a result, some students experienced uncertainty and were reluctant to participate actively.

Observation data indicated that student participation reached approximately 60%, while the mean achievement score increased to 72.0. Although anxiety levels showed a slight decrease, self-confidence and active participation remained relatively low.

Cycle II

Following reflection on Cycle I, several improvements were implemented, including simplifying instructional media, providing clearer instructions, and extending discussion time.

As a result, classroom interaction improved considerably. Students responded positively to the Suggestopedia activities, actively participated during CLL discussions, and demonstrated greater independence during The Silent Way activities. Students were more

willing to express ideas, collaborate with peers, and correct mistakes without relying heavily on teacher assistance.

Participation increased substantially to 92%, while the average achievement score rose to 83.7. Improvements were also observed in students' motivation, confidence, and overall classroom engagement.

3.3 Changes in Students' Affective Factors

The impact of the intervention on students' affective factors is presented in Table 4.1.

Table 4.1 Changes in Students' Affective Factors

Affective Factor	Before Treatment (%)	After Cycle II (%)	Improvement
Learning Motivation	45	88	+43
Self-Confidence	35	90	+55
Anxiety Level	70	15	-55

Table 4.1 demonstrates substantial positive changes in students' affective conditions. Learning motivation increased from 45% to 88%, indicating stronger engagement in classroom activities. Self-confidence showed the largest improvement, rising from 35% to 90%. Conversely, anxiety levels decreased significantly from 70% to 15%, suggesting that students became more comfortable and confident when using English.

3.4 Improvement in English Learning Achievement

Students' English achievement was measured through a series of tests administered throughout the study. The results are summarized in Table 4.2.

Table 4.2 Students' English Learning Achievement

Assessment Stage	Mean Score	Category
Pre-Test	65.3	Fair
Post-Test Cycle I	72.0	Good
Post-Test Cycle II	83.7	Very Good

Table 4.2 shows a continuous improvement in students' English achievement throughout the intervention. The mean score increased from 65.3 in the pre-test to 72.0 after Cycle I and reached 83.7 after Cycle II. This improvement indicates that the integrated instructional approach contributed positively to students' language learning outcomes.

Discussion

The findings of this study demonstrate that the integration of Community Language Learning (CLL), Suggestopedia, and The Silent Way based on affective factors effectively improved both students' affective conditions and English learning achievement among Grade X students at SMKN 1 Banyuasin III. The improvement was reflected in the increase of students' motivation and self-confidence, the reduction of anxiety levels, and the significant improvement in English learning outcomes from a mean score of 65.3 in the pre-test to 83.7 in the post-test of Cycle II.

One of the most important findings concerns the substantial improvement in students' learning motivation. Prior to the intervention, many students viewed English as difficult and irrelevant to their vocational studies. After the implementation of the integrated methods, students became more enthusiastic and actively participated in classroom activities. This finding supports the work of Wang and Liu (2024), who reported that learning motivation significantly influences students' engagement and learning behaviors in English classes.

Similarly, Rosalina et al. (2026) found that increased motivation positively contributes to language proficiency development. The improvement observed in the present study indicates that creating a supportive and emotionally safe learning environment can significantly enhance students' willingness to learn.

The reduction of students' anxiety is another significant outcome of this study. Initially, most students reported feeling nervous, embarrassed, and afraid of making mistakes when speaking English. Following the implementation of Suggestopedia and CLL activities, anxiety levels decreased considerably. This finding is consistent with Krashen's Affective Filter Hypothesis, which argues that lower anxiety facilitates language acquisition by allowing linguistic input to be processed more effectively. The present result also aligns with the findings of Solhi (2024), who concluded that negative emotions and language anxiety reduce learners' willingness to communicate in English. Likewise, Ulhusna (2025) emphasized that reducing foreign language anxiety is essential for improving language performance and classroom participation.

The findings further reveal substantial growth in students' self-confidence. Students who were previously reluctant to speak English gradually became willing to participate in discussions, answer questions, and present their ideas publicly. This outcome supports the findings of Rochmawati et al. (2023), who identified self-efficacy as a strong predictor of successful English language learning. Similar results were reported by Dewaele and Pavelescu (2021), who found that positive emotions and confidence significantly contribute to foreign language achievement. The increase in confidence observed in this study suggests that emotionally supportive instructional approaches enable learners to overcome fear of failure and become more active language users.

The effectiveness of Community Language Learning (CLL) observed in this study confirms Curran's humanistic perspective that learning occurs more effectively when students feel psychologically secure. Through collaborative learning activities and supportive peer interaction, students developed a stronger sense of belonging and mutual trust. This finding is consistent with the study conducted by Alzahrani (2022), which reported that collaborative learning environments improve students' communication skills and classroom engagement. Similarly, Hidayati and Sari (2023) found that cooperative language learning strategies positively affect students' confidence and speaking performance.

The positive impact of Suggestopedia found in this research is also supported by previous studies. The use of music, relaxation techniques, and positive suggestions successfully created a comfortable learning atmosphere. These findings are in line with Mohammed (2024), who found that Suggestopedia contributes significantly to student engagement and language retention. Likewise, Khodadady and Ashrafborji (2021) reported that learners taught through Suggestopedia demonstrated higher levels of motivation and lower anxiety than those taught using conventional methods. The findings suggest that emotional readiness is an important prerequisite for successful language learning.

The Silent Way also played a significant role in improving learner autonomy. Initially, students struggled to adapt to reduced teacher explanations; however, by the second cycle, they demonstrated greater independence in constructing sentences, solving language problems, and evaluating peer performance. This result supports the findings of Nguyen and Hamid (2022), who reported that learner-centered approaches foster greater autonomy and critical thinking among English language learners. Similarly, Richards and Rodgers (2023) argue that The Silent Way promotes active cognitive engagement by encouraging students to discover language patterns independently.

The improvement in English achievement scores found in this study is consistent with several recent studies examining humanistic and affective-based language teaching approaches. Li (2020) found that motivation and emotional engagement significantly predict

speaking and listening achievement. Likewise, Mercer and Gregersen (2020) emphasized that positive psychology interventions contribute to higher language achievement and learner resilience. In the Indonesian context, Pratama and Kusumaningrum (2022) reported that affective-oriented teaching strategies significantly improved students' English performance and classroom participation.

Another important finding is the complementary relationship among the three methods. While previous studies generally investigated each method separately, this research demonstrates the effectiveness of integrating them into a single instructional framework. Suggestopedia functioned as the initial stage for lowering anxiety and preparing students emotionally. Community Language Learning then strengthened social support and group cohesion. Finally, The Silent Way developed learner independence and active participation. This sequential process appears to explain why improvements occurred not only in affective factors but also in academic achievement.

The findings also support the broader principles of humanistic education theory, which emphasize the importance of educating the whole person rather than focusing exclusively on cognitive development. According to Rogers' humanistic perspective, meaningful learning occurs when learners feel respected, accepted, and emotionally secure. The present findings provide empirical evidence that addressing students' emotional needs can positively influence language acquisition outcomes. Similar conclusions were reached by Oxford (2023), who emphasized that emotions, motivation, and learner well-being are central determinants of successful language learning.

Overall, the results indicate that the integrated application of Community Language Learning, Suggestopedia, and The Silent Way offers an effective pedagogical approach for vocational high school students. By simultaneously addressing motivation, anxiety, self-confidence, social interaction, and learner autonomy, the integrated model creates conditions that facilitate both emotional development and academic success. Therefore, the findings contribute to the growing body of literature emphasizing the importance of affective factors in English language teaching and support the implementation of humanistic approaches in vocational education contexts.

4. CONCLUSION

This final chapter of the thesis contains conclusions derived from data analysis and discussion presented in previous chapters. Additionally, this chapter presents suggestions intended for various relevant parties as recommendations following the results of this study.

Based on results from the entire series of classroom action research activities—ranging from design development, implementation, observation, to data analysis and discussion—the following key conclusions are drawn:

1. Regarding Learning Design

Developing a learning design integrating Community Language Learning (CLL), Suggestopedia, and The Silent Way with a foundation in affective factors proved highly appropriate and suited to the needs and characteristics of Grade X students at SMKN 1 Banyuasin III. This combined method was structured into four main activity stages: preparation and relaxation, interaction and group discussion, discovery and independence training, and concluded with reflection and material summarization. This design successfully addressed emotional problems that had previously hindered students' learning processes.

2. Regarding Implementation Process

Implementing English learning through the combination of these three methods brought about very tangible changes in the classroom atmosphere. The environment, which was previously tense, rigid, and dominated by silence and student passivity, transformed into a learning setting that was enjoyable, lively, active, and fostered independence. Changing the teacher's role from the central source of information to advisor and silent observer proved successful in reducing students' psychological barriers. Students no longer felt pressured, but instead felt supported and given the freedom to develop according to their own capabilities.

3. Regarding Method Effectiveness

Measurable results confirmed that implementing this combined approach is highly effective and provides significant positive impacts. Effectiveness was observed from two perspectives: emotional and academic. In terms of affective factors, excellent positive changes occurred: learning motivation and enthusiasm increased drastically, self-confidence grew substantially, and anxiety or nervousness during English learning decreased significantly. Meanwhile, regarding learning outcomes, average student scores increased significantly, from 65.3 in the initial test to 83.7 in the Cycle II final assessment. This figure indicates an improvement in English proficiency into the *Very Good* category.

Based on the three points above, it is concluded that integrating CLL, Suggestopedia, and The Silent Way while prioritizing affective factors is an appropriate and effective solution for English language learning at SMKN 1 Banyuasin III.

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