



<http://jurnal.uf.ac.id/index.php/JEDLISH>
ISSN 2809-0519 | e-ISSN 2828-7088
JEDLISH, 2 (2) (2022) 124 - 134

ORCHESTRATING TECHNOLOGY AND TEACHING TECHNIQUE FOR READING OF NARRATIVE TEXT

Halimah¹, Meilany Mutiara Putri², Reza Rahman Hakim³, Siti Mutiah⁴

^{1,3}Suryakencana University, Jl. Dr. Murwardi Komplek Pasir Gede Raya, Cianjur, Indonesia

²SD Islam Al-Azhar 18 Cianjur, Jl. Dr. Muwardi By Pass No.182, Bojongherang, Cianjur, Indonesia

⁴SMP Negeri 1 Parungkuda, Jl. Raya Parungkuda, Sukabumi, Indonesia

Correspondent Email: ¹halimahhalimah639@gmail.com

Email: ²meilanimutiaraap18@gmail.com, ³rrezarahman@gmail.com, ⁴sitimutiah002@gmail.com

ABSTRACT

As an educator of this digital era, an English teacher should be able to integrate a teaching method with appropriate media to bring together in the classroom in order to gain the goal of teaching and learning effectively in an enjoyable way. Dealing with this idea, it is assumed that when the students learn in a joyful atmosphere, they can lessen the difficulties encountered during the teaching and learning process, especially in learning narrative text. Therefore, the researchers interested to investigate the implementation of the integration of technology called mind map and teaching method called suggestopedia in English narrative texts class. To support this research, there are some related literature and related findings dealing with this research. The research is a was a descriptive qualitative with as much as fifteen students majoring in of Pharmacy of Bhakti Medika Health Vocational School in Cianjur District West Java Province, which were consisted of five males and ten females students as the participants. Next, the data is gained through the observation on the reading of narrative text class. The data from those instruments is analyzed by using trough five steps; 1) preparing and organizing the data to be analyzed. In this stage the researchers prepared and organized the data, 2) reading and examining all of the facts. This stage was used to read all of the findings form the results of observation and questionnaire, 3) coding the data. In this stage, the data findings were sorted and categorized based on the research questions, 4) transcribing the data. After selected the data based on the research question, then the data were transcribed. 5) Presenting and interpreting. over the implementation of this strategy combining with mind map as the product of technology it can be reported that the students were very happy and joyful during the teaching and learning process. The teacher let the students to playful with the narrative text. They were freedom to act out based on the characters on the text. In addition, the use of mind-map eased the teacher to deliver the material, and the students could understood the material well. Based on the finding it can be concluded that using technology integrated with suggestopedia in teaching reading of narrative text is strongly recommended.

Keywords: English Narrative Texts, Mind Map, Reading, Suggestopedia, Technology

INTRODUCTION

Discussing about reading in learning English, many people declare that it is one of crucial skills of language to be developed (Aliponga, 2013; Setia Deny et al., 2016). Students studying English as a foreign language need to sharpen their reading skills because it can help them to strengthen their knowledge. Reading is an activity that

connect the reader to the text Asirika & Refnaldi (2017). Through reading we can get information, education, knowledge, pleasure, and entertainment. To get those benefits of reading of course we have to be able to grasp the information in it. Grasping information means comprehending the text. Therefore, reading cannot be separated from comprehension because the understanding of

what students read is the purpose of reading. Grabe & Stoller (2013) define reading comprehension is the ability to understand the information in a written text and interpret it appropriately. It has the purpose of understanding the text rather than acquiring meaning from individual words or sentences. Comprehending a text means there is interactive way between the reader's prior knowledge and the text itself (Khasanah et al., 2019). It also requires linkage between the learning activities and the student's experience to form the meaning of a text.

There are lots of advantages of reading, nevertheless, reading is not an easy task since students not only read the text but also they have to understand the vocabulary, sentences, paragraphs, the content, and also the purpose of the text (Mohaidat, 2018). Some difficulties were faced by students in comprehending a text in reading, especially in narrative text. Septiyani (2018) found the common problem faced by the students. They cannot find the generic structure of a story and other elements of a story, such as a plot, character, and setting. It can be happened because of the lack of vocabulary knowledge, students' background knowledge, the lack of reading strategy, and the lack of teaching method. Besides, Novianti et al., (2020) found that students faced some difficulties in understanding the text's characteristics, including the social function, generic structure, and language features of English texts, because the texts are longer and harder to be understood. They are also not familiar with the meaning of new vocabulary. It is caused by the lack of vocabulary and students' affection related to their motivation, interest, and beliefs to read. Moreover, Jayanti (2016) found the problem faced by students when teachers give them the task to read the text and process the information from the text by themselves through an intellectual engagement, analysis, and interpretation of the text. It is caused by the lack of vocabulary knowledge, language knowledge, and the lack of reading strategy, and students' feeling during reading. Furthermore, Adani et al.,

(2019) found that students had difficulties to understand the meaning of words and find the main idea of the text. It is caused by the lack of vocabulary and the lack of appropriate teaching media and techniques in the teaching-learning process. Sitindaon Sarnauli et al., (2018) found that the students did not understand what they read, although they read the text from the beginning until the end. They also did not understand correctly how to read well. It can happen because of the lack of the students' knowledge and the lack of the teacher's technique in class.

From the explanation above, it can be concluded that there were seven problems occurred in reading comprehension faced by students. They were: 1) finding the main idea, 2) finding social function, 3) finding generic structure, 4) finding linguistic features, 5) understanding new vocabularies, 6) understanding the reading, and 7) understanding a whole text. Those problems were caused by the teacher' strategy in conducting the teaching that made students hard to understand and comprehend a text in reading. They were the text was too long, the vocabulary in the text was hard to understand, and the lack of appropriate teaching media and techniques in the teaching-learning process. Those problems were also faced by the students of Vocational High School in Cianjur, especially in comprehending a narrative text.

Narrative text is a text to construct a view of the world that entertains or informs the reader or listener (Khoiriyah et al., 2021). There are three main characteristics of a narrative text, 1) Social Function, 2) Generic (schematic) Structure, and 3) Language Feature. The social function of a narrative text is to amuse, entertain, and deal with the actual or vicarious experience in different ways; Narratives deal with problematic events that lead to a crisis or turning point of some kind, which in turn finds a resolution. The next is, the generic structure of a narrative text consists of five parts; 1) orientation: sets the scene and introduces the participants, 2) evaluation: a sleeping back to evaluate the

plight, 3) complication: a crisis arise, 4) resolution: the crisis is resolved, for better of for worse, and 5) Re-orientation: optional. The last characteristic is the Grammatical Features. 1) Focus on specific and usually individualized participation, 2) Use of Material Processes, (and in this text, Behavioral and Verbal processes), 3) Use of Relational Processes and Mental Processes, 4) Use of temporal conjunctions and temporal Circumstance, and 5) Use of past tense.

In dealing with the students' problems in reading comprehension of narrative text, teachers should be able to find an appropriate solution that can lessen the students' obstacles dealing with their problems. Since now people are standing on the edge of a technological revolution, the integration of technology in teaching EFL especially reading skill might help engage the students in comprehending the text better. It is in line with Halimah (2018) that applying an appropriate teaching method in their teaching practices is extremely needed for the teachers in order to make teaching and learning process in more enjoyable and meaningful. One of the appropriate methods is Suggestopedia which was developed by Georgi Lozanov. Suggestopedia is a method that has a physical surrounding and the classroom atmosphere. Venkanna & Glory (2015) stated that the effect of physical surroundings and the pleasant atmosphere of the classroom could make the students relax, confident and comfortable in reading the text because they do not feel under pressure to learn in the classroom. This method is suitable for reading class because it allows students to improve their comprehension during the reading activity in the classroom with fun, relaxing, and comfortable situations in the learning process. It can also help the students understand and find their way to read a text by the whole text and its meaning. It is a teaching method focuses on the teacher-learner relationship while teaching and learning process is going on in the classroom

that might be used to encourage the students especially for reading (Suyadi, 2021b).

There are three characteristics of: 1) giving the students positive motivation to learn, 2) rearranging students' seats, and 3) using music as a background of the learning process commonly used.

- 1) Giving students positive motivation to learn.

The function of motivation in learning is as a driving force, reinforcement, and determining the direction in learning activities. It also maintains student perseverance in learning, a student who has been motivated to study well and diligently with the hope of obtaining good learning achievements (Mahmud & Arrifqi, 2021).

- 2) Rearranging students' seats

Arranging students' seat is one of the student-centered approach allows students to work together and usually corresponds to the aggregation of desks (Tobia et al., 2022).

- 3) Using music as a background of learning process

Music in the learning process background helps to make students focus and concentrate on the material. Harmer (2001) as cited in Lisnawati (2020) claims that music will enhance students' ability to learn, especially in reading, since it explores feelings and, in the meantime, helps the brain to evaluate its influence. It made most students show their enthusiasm to pick some songs to be played in the class because their school's teacher had never done it before. the research findings confirmed our first hypothesis and in fact, the results showed a higher performance of students with a minimum of a 5-year period of musical training in reading comprehension evaluation tasks, when compared with the control group performances (Sofologi et al., 2022).

Moreover, in implementing a method it needs a technique. Teaching technique is the implementation of teaching method in the level of procedure which is take place in the classroom. To some extent, different methods may have similar techniques even though they must have different techniques (Hartina et al., 2019). Meanwhile, Hasanova et al. (2021) define that teaching techniques are the unique ways of carrying out a particular task, in the teaching and learning process. Thus, In connection with this idea, in implementing the suggestopedia method the teacher use the nine techniques adapted from Freeman & Anderson's (2012) theory; they were 1) classroom set-up, 2) peripheral learning, 3) positive suggestion, 4) choosing a new identity, 5) role play, 6) active concert, 7) passive concert, 8) primary activation, and 9) creative adaptation.

As a teacher in this era, an English teacher should be able to integrate a teaching method with appropriate media to bring together in the classroom in order to gain the goal of teaching and learning effectively in an enjoyable way. Mind map is a good media because it can help students to improve the way they process and record the information, enhance their creative problem solving and strengthen their memory. It can also be used to provide text and questions to exercise and collect the result of *miMind*, give feedback on their works, and do an online discussion about the material.

The relevant study about the implementation of mind mapping technique in teaching reading comprehension were conducted by Septiyani (2018) and Sitindaon Sarnauli et al., (2018). They investigated teaching reading on narrative text using mind mapping techniques. Next, Lisnawati & Suyadi (2020); Murfita & Novita (2020). They investigated teaching reading with suggestopedia methods, but they did not apply any applications to support their research. In this research, the researchers used the suggestopedia method and mind mapping technique in teaching reading comprehension on narrative text. In the previous research,

they did not combine both method and technique.

Based on the phenomenon above, this study aimed to investigate and reveal the research question which are formulated as follows: how is the orchestra of suggestopedia method and mind mapping media in teaching reading narrative text?

METHODOLOGY

The previous chapter has explained the literature related to this research, including reading, the advantages of reading, reading comprehension, reading comprehension problems, suggestopedia as a method in teaching reading, and mind map as learning media. Then, this chapter explores some significant parts of the research method. It includes research design, participants, setting, research instruments, data analysis method, data interpretation, and research procedures. It provides a guideline to conduct the research.

A. Research Setting and Participants

The method of the research was a descriptive qualitative with as much as fifteen students majoring in of Pharmacy of Bhakti Medika Health Vocational School in Cianjur District West Java Province, which were consisted of five males and ten females students as the participants .

B. Data Collecting

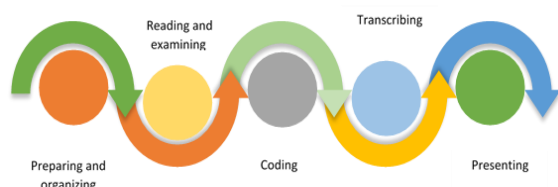
The data were collected through a non-participant observation and a structured questionnaire. The observation was done in three meetings.

C. Data Analysis Method

Then, the data was analyses trough five steps; 1) preparing and organizing the data to be analyzed. In this stage the researchers prepared and organized the data, 2) reading and examining all of the facts. This stage was used to read all of the findings form the results of observation and questionnaire,

3) coding the data. In this stage, the data findings were sorted and categorized based on the research questions, 4) transcribing the data. After selected the data based on the research question, then the data were transcribed. 5) Presenting and interpreting The last stage of data analyzing was presenting and interpreting (Halimah et al., 2022).. Here the data were presented and interpreted to get clear description of the finding. The steps of data analysis is presented as follow.

Figure 1.
The Stages of Data Analysis



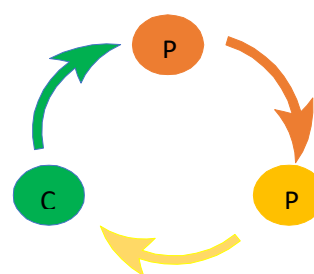
RESULTS AND DISCUSSION

1. The Implementation of suggestopedia method and mind mapping media in teaching reading of narrative text

To see the implementation of technology integration in the teaching technique called suggestopedia and mind mapping as the media, a classroom observation was conducted. Based on the result of observation, it can be reported that in implementing the suggestopedia method the teacher used Freeman & Anderson's (2012) theory which consists of nine techniques; they were 1) classroom set-up, 2) peripheral learning, 3) positive suggestion, 4) choosing a new identity, 5) role play, 6) active concert, 7) passive concert, 8) primary activation, and 9) creative adaptation. In order to ease the implementation of this technique, the teacher grouped the activities into three activities. They were 1) preparation; classroom set-up and peripheral learning, 2) Practice; active concert, passive concert, primary activation, choosing new identity,

creative adaptation, and role play. 3) Closing (Figure 1)

Figure 2.
The stages of teaching reading using Suggestopedia and Mind Map



Furthermore, the overall finding of observation is summarized and presented in the following table and is discussed briefly in the following part.

Tabel 1
The Summary of Observation Result

Stages	Techniques	Observation/Activities		
		1 (3 rd February 2022)	2 (10 th February 2022)	3 (17 th February 2022)
Preparation	classroom set-up	Flowers and Candles	Boom Numbering	Play Educational Videos
Presentation	positive suggestion	√	√	√
	choosing a new identity	-	-	-
	role play	-	-	√
	active concert	√	√	-
	passive concert	√	√	-
	primary activation	-	-	√
	creative adaptation	-	-	-
Closing				

Over the observation conducted within three meetings it can be reported that the implementation of integration of technology with the suggestopedia were implemented through three stages. They were preparation,

presentation and closing and hereafter is shortened as PPC strategy. The overall finding and discussion is described as follows.

The Table 1 is the summary of the observation result of activities of the teaching and learning process using the integration of suggestopedia method and mind map media in reading comprehension class. The observation was conducted in three meetings.

The first meeting was conducted on 3rd February 2022 at 10 grader of Pharmacy class. There were 15 students joining the class. The class was conducted in three stages; preparation, presentation and closing.

Preparation

The first stage of the implementation of suggestopedia method was classroom preparation. In preparing the class, the teacher began by giving setting the students to relaxed and fun with the cheerful environment. The teacher do the activity called Flowers and Candles. It was adopted from <https://www.twinkl.co.id/blog/10-calming-classroom-activities-for-children>.

This activity encouraged students to close their eyes and breathe in deeply through their nose, like they're smelling a beautiful bunch of flowers. Then instruct them to breathe out slowly through their mouth like they're blowing out birthday candles. Repeat this five times. It can make them believe in themselves (confident) and without pressure in the learning processes (Freeman & Anderson, 2012). It was also important when the teacher wanted to start the lesson because it could make the situation and condition in the classroom more relaxed, enjoyable, and comfortable (Venkanna & Glory, 2015). Moreover, the function of motivation in learning is as a driving force, reinforcement, and determining the direction in learning activities. It also maintains student perseverance in learning, a student who has been motivated to study well and diligently with the hope of obtaining good learning achievements (Mahmud & Arrifqi, 2021). Learning motivation is an encouragement or

enthusiasm from within and outside of students to carry out learning activities so that changes occur in themselves both in terms of knowledge, skills, and attitudes, and their behavior to achieve certain goals (Saugadi & Sari, 2020; Dhafar & Tamhir, 2021).

After that, the teacher arranged students' seats into circles to gather with their friends in a group. This technique was implemented in all meetings. The placement of students' chairs and desks to create a group that can motivate students in learning (Sundari et al., 2022). Besides, most students seemed happy when they divided into several groups to pick it by themselves. In the group, they can share, discuss, and communicate with their friends during the teaching-learning process.

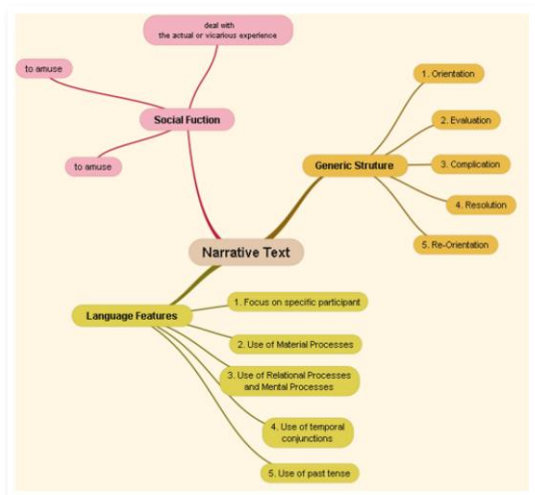
Presentation

The initial activity in the presentation phase was positive suggestion. This technique intended to make students get believe in her/his self and relax without pressure in the learning process. This was done by telling the students that when they were able to catch the information from the text they read they would be able to succeed in their life. Therefore, the students had to read a lot and tried to get the information from the reading.

After giving the positive suggestion, the teacher continued the class by giving the students explanation on narrative text included the language features, the social function of the text, and the systematic structure of the text. This strategy was called as active concert. In delivering the material the teacher used mind map application (Figure 2). This technique involved the active presentation of the material to be learned, which is narrative text in this research. The teacher explained the material about narrative text with the real example from the text, such as when she described the text's generic structure and language feature while the music was played. The kind of music played in this stage is instrumental music remarked or adapted from classical music because the real classical music was not suitable for the

narrative text story from Indonesia. Classical or Baroque music has a central role in suggestopedia learning that can make students more relaxed, enjoy and focus when they learn and read a text (Lozanov, 1978 as cited in Richards and Rodgers, 2014).

Figure 3.
Narrative Text



The next activity was passive concert. In this technique, the teacher reads aloud the story or known as storytelling, to the students, accompanied by the music. The text was entitled “Bawang Merah and Bawang Putih”. Here, the teacher used some instruments or classical music, and they read the text in harmony with the musical phrases. The teacher played instrumental music remarked or adapted from classical music because the real classical music was not suitable for the narrative text story from Indonesia. The teacher read the story and translated the story into Bahasa. While the teacher read the story, the students closed their eyes and tried to imagine about the setting of the story and the characters of it. It is supported by Freeman & Anderson, 2012 in Yixuan et al. (2021) that the purpose of passive concert was to make students create a fantasy or imagination about the teacher's story, which could make them understand the story easily. The last activity in this stage was Primary Activation. In this session, the teacher asked students to read

aloud together the narrative text that the teacher gave. After practicing individually, the students practiced reading the story for the group using many expressions based on dialogue like angrily, sadly, cheerfully etc. (Freeman & Anderson, 2012).

Closing

The last session was closing. The teacher closed the class by asking the students' feeling about the lesson they had already had, thanking the students, and leaving the class.

Meeting 2

The second meeting was conducted on 10rd February 2022 at 10 grader of Pharmacy class. All of the participants were present at this meeting. As it was done earlier, the class was conducted in three stages; preparation, presentation, and closing.

Preparation

The first stage of the implementation of suggestopedia method was classroom preparation. In preparing the class, the teacher began by giving students a small game called “Boom Numbering”. The game was played through the following stages, first, the students had to count 1 up to 10. Yet, they had to change the number for every even number with ‘Boom’. It trained the students' concentration and focus.

After that, the teacher arranged students' seats into circles to gather with their friends in a group. This technique was implemented in all meetings. The placement of students' chairs and desks to create a group that can motivate students in learning (Sundari et al., 2022). Besides, most students seemed happy when they divided into several groups to pick it by themselves. In the group, they can share, discuss, and communicate with their friends during the teaching-learning process.

Presentation

There were three tasks conducting as the main activities in this meeting. They were active positive suggestion, concert, and passive concert. The preliminary activity in the presentation phase was positive suggestion. This technique intended to make students get believe in her/his self and relax without pressure in the learning process. In this way the teacher presented some advantages of mastering English. She told the students that English could support them to be a successful in a job.

The next activity was active concert. In this stage the teacher review the previous material and explained deeper about the material. The material learned in this meeting was 'The generic Structure of Narrative Text'. The teacher explained the material in a mind map. The music was played during the whole session of the class.

The following activity was passive concert. The activities in this phase were same with what was done in the first meeting, yet the story used was different. It was Seeking at The Great Wall. The last activity in this stage was Primary Activation. In this session, the teacher asked students to read aloud together the narrative text that the teacher gave. After practicing individually, the students practiced reading the story for the group using many expressions based on dialogue like angrily, sadly, cheerfully etc. (Freeman & Anderson, 2012).

Closing

The last session was closing. The teacher closed the class by asking the students' feeling about the lesson they had already had, thanking the students, and leaving the class.

Meeting 3

The third meeting was conducted on 17th February 2022 at 10 grader of Pharmacy class. All of the participants were present at this meeting. The activities in the third meeting covered three stages; preparation, presentation, and closing.

Preparation

The first stage of the implementation of suggestopedia method was classroom preparation. In preparing the class, the teacher began by watching a video called Educational Videos that can be downloaded on TED Ed's collection of animated student talks. The teacher can select these numerous videos that appropriate to the student. After watching the video, the teacher stepped to the main session, that was presentation.

After that, the teacher arranged students' seats into circles to gather with their friends in a group. This technique was implemented in all meetings. The placement of students' chairs and desks to create a group that can motivate students in learning (Sundari et al., 2022). Besides, most students seemed happy when they divided into several groups to pick it by themselves. In the group, they can share, discuss, and communicate with their friends during the teaching-learning process.

Presentation

There were three activities conducting as the presentation session. They were positive suggestion, primary activation, and role play. To begin the material, the teacher gave the student positive suggestion. In this occasion, the teacher motivated the students to have a good attitude and confidence. These characters would support the students to be a good and successful person.

The next activity was primary activation. In this stage the teacher gave the time to students to playfully reread the target language dialogue out load, as individuals or in group. The text was 'Bawang Merah and Bawang Putih'. In practicing the dialogue the students freely to acting out based on the characters of the story. The last session was role play. Here the students perform retelling the story to the class with a systematic plot, appropriate pronunciation, and fully confident.

Closing

The last session was closing. The teacher closed the class by asking the students' feeling about the lesson they had already had, thanking the students, and leaving the class.

CONCLUSION AND SUGGESTION

Conclusion

This research investigated the orchestrating technology with suggestopedia method and mind mapping technique in teaching reading of narrative text. Based on the research findings, the teacher implemented the teacher implemented six techniques from nine techniques of suggestopedia proposed by Freeman & Anderson (2012) in the classroom. The six techniques implemented by the teacher were classroom setting-up, positive suggestion, passive concern, active concern, primary activation, and role play. Those six strategy were covered in the three sessions of teaching and learning process, they were Preparation included classroom setting-up. Presentation covered positive suggestion, passive concern, active concern, primary activation, and role play. The last was closing.

Furthermore, over the implementation of this strategy combining with mind map as the product of technology it can be reported that the students were very happy and joyful during the teaching and learning process. The teacher let the students to playful with the narrative text. They were freedom to act out based on the characters on the text. In addition, the use of mind-map eased the teacher to deliver the material, and the students could understood the material well.

Suggestion

Based on the finding it can be concluded that using technology integrated with suggestopedia in teaching reading of narrative text is strongly recommended.

REFERENCES

- Adani, U. S., Yufrizal, H., & Munifatullah, F. (2019). A Comparative Study of Students' Reading Comprehension in Narrative Text through Mind Mapping Technique and Directed Reading Thinking Activity (DRTA) Technique at the Second Grade of SMP Negeri 25 Bandar Lampung. *Journal of Language Teaching*, 8(4).
- Aliponga, J. (2013). Reading journal: Its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12), 73–80.
- Asirika, D., & Refnaldi. (2017). Teaching Writing Narrative Texts By Using the Pictures of Pop-Up Book As a Media To Junior High School Students. *Journal of English Language Teaching*, 6(1), 242–252.
- Dhafar, H., & Tamhir, L. (2021). Teacher's Effort to Motivate Students to the Importance of English through Managing English Learning in the Class. *British, Jurnal Bahasa Dan Sastra Inggris*, 10(2), 135–150. <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.
- Freeman, D. L., & Anderson, M. (2012). *Techniques & Principles in Language Teaching*.
- Halimah, H. (2018). Boosting students' speaking ability through Community Language Learning. *Studies in English Language and Education*, 5(2), 204–216. <https://doi.org/10.24815/siele.v5i2.9697>
- Halimah, Nurviyani, V., Saepulah, A., Helmie, J., & Wandawati, R. W. (2022). Virtual Reality Supported-Drilling Strategy in Teaching English Vocabulary to Young Learners. *Acitya: Journal of Teaching & Education*, 4(1), 88–100.



- Hartina, S., Salija, K., & Amin, F. H. (2019). Teachers' Techniques in Teaching English to Young Learners at TK Bambini School of Makassar. *Indonesian Tesol Journal*, 1(1).
- Hasanova, N., Abduazizov, B., & Khujakulov, R. (2021). The Main Differences between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies. *NOVATEUR PUBLICATIONS JournalNX- A Multidisciplinary Peer Reviewed Journal*, 7(2), 371–375.
- Jayanti, F. G. (2016). Reading Difficulties: Comparison on Students' and Teachers' Perception. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 296–301.
- Khasanah, U., Purwati, O., & Munir, A. (2019). The Use of Gallery Walk in Teaching Descriptive Text to Promote Higher Order Thinking Skills for 7th Graders. *IJET (Indonesian Journal of English Teaching)*, 8(1), 81–89. <https://doi.org/10.15642/ijet2.2019.8.1.81-89>.
- Khoiriyah, S., Prasetya, A., & Maula, I. (2021). The Application of Mind Mapping to Tach reading of Narrative Text. *National Seminar of Pendidikan Bahasa Inggris, Nspbi*, 133–142.
- Lisnawati, S., & Suyadi. (2020). *The Effect of Using Suggestopedia Method on Reading Comprehension in Descriptive Text at Tenth Grade of SMA N 8 Kota Jambi*. 4(2), 152–165.
- Mahmud, M., & Arrifqi, M. I. (2021). Motivation of Students in the Learning English through Audio Visual Media. *Darussalam English Journal (DEJ)*, 1(1), 35. <https://doi.org/10.30739/dej.v1i1.1036>.
- Mohaidat, M. M. T. (2018). *The Impact of Electronic Mind Maps on Students' Reading Comprehension*. 11(4), 32–42. <https://doi.org/10.5539/elt.v11n4p32>.
- Murfita, D. S., & Novita, D. (2020). Suggestopedia method as an effective method in teaching reading comprehension for senior high school. *International Journal on Integrated Education*, 3(1), 98–101. <https://doi.org/10.31149/ijie.v3i1.288>.
- Novianti, A., Adhitya, N., & Welianty, Y. (2020). Mind Mapping Technique to Enhance Junior High Student's Reading Comprehension. *The Journal of English Language Teaching, Literature, and Applied Linguistics [JELA]*, 2(2), 1–13.
- Saugadi, & Sari, N. I. P. (2020). the Role of Teachers in Increasing Student Motivation of Students in Sman 2 Tolitoli During the Pandemic Covid-19. *Jme*, 6(2), 165–171.
- Septiyani, A. D. (2018). *the Effectiveness of Mind Mapping Technique in Teaching Reading Comprehension of Narrative Text At the Second Grade Students' of Sma Islam Al-Hikmah Mayong in the Academic Year of 2017 / 2018*. 4(2).
- Setia Deny, V., Bahri, S., & Fajrina, D. (2016). Suggestopedia Method on Improving Students' Reading Comprehension. *Research in English and Education (READ)*, 1(2), 129–136.
- Sitindaon Sarnauli, C., Maria Simamora, R., & E. Tarigan, K. (2018). Improving Students' Reading Comprehension on Narrative Text Through Mind Mapping Technique at SMA Santo Petrus Medan. *KAIROS ELT JOURNAL*, 2(3), 169–178.
- Sofologi, M., Papatzikis, E., Kougioumtzis, G., Kosmidou, E., Klitsioti, A., Droutme,



A., Sourbi, A. A., Chrisostomou, D., & Efstratopoulou, M. (2022). Effectiveness of Musical Training on Reading Comprehension in Elementary School Children. Is There an Associative Cognitive Benefit? *Frontiers in Education*, 7(July).
<https://doi.org/10.3389/feduc.2022.875511>

Comprehension abilities in English at the ESL level. *International Journal of English Language, Literature and Humanities*, 3(8), 128–149.

Sundari, E., Prastyo, H., Wulandari, D., Saputri, S. H., Fauziah, S., & Mahpur, M. (2022). The Use of Suggestopedia to Solve Students' Literacy Difficulties. *Proceedings of the International Conference on Madrasah Reform 2021 (ICMR 2021)*, 633(Icmr 2021), 58–66.
<https://doi.org/10.2991/assehr.k.220104.010>

Suyadi. (2021a). Suggestopedia Method Effect On Reading Descriptive Text at A Senior High School. *English Language, Linguistics, Literature, And Education Journal (ELLTURE JOURNAL)*, 21(2), 485.
<https://doi.org/10.33087/jiubj.v21i2.1483>

Suyadi, S. (2021b). Suggestopedia Method Effect On Reading Descriptive Text at A Senior High School. *Jurnal Ilmiah Universitas Batanghari Jambi*, 21(2), 485.
<https://doi.org/10.33087/jiubj.v21i2.1483>

Tobia, V., Sacchi, S., Cerina, V., Manca, S., & Fornara, F. (2022). The influence of classroom seating arrangement on children's cognitive processes in primary school: the role of individual variables. *Current Psychology*, 41(9), 6522–6533.
<https://doi.org/10.1007/s12144-020-01154-9>.

Venkanna, K., & Glory, A. (2015). Use of Suggestopedia as an Innovative Strategy for promoting Effective Reading