

Orchestrating Technology with Suggestopedia Method and Mind Mapping Technique in Teaching Reading

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Abstract

Reading is one of the language skills that are important to be developed by students because they can get a lot of information they need to support their studies. The students can face difficulties in understanding the content and the purpose of several types of reading text if they do not have a good ability to comprehend the text. One of the reading text types is narrative text. Students faced some difficulties in comprehending narrative text, such as finding the generic structure of a story and other elements. This study aimed to investigate the orchestrating technology with the suggestopedia method and mind mapping technique in teaching reading narrative text. The subject were students of Bhakti Medika Health Vocational School Cianjur from 10 FKK, which involved 15 students. This study used a descriptive qualitative method, employing classroom observation and an open-ended questionnaire to gather the data. Based on the result of the observation, Suggestopedia method was implemented in three meetings. There were six stages implemented by the teacher in each meeting. Over the observation, it was also can be recorded that the implementation of suggestopedia method and mind mapping technique promoted the students' behavioral engagement where the student paid attention, they were active and focus. The students also showed enthusiasm, which involved emotional engagement. Furthermore, the students could work well in the group and understand the material, which made students master narrative text. It was also suitable for students with audiovisual learning styles.

Keywords: *suggestopedia method, mind mapping technique, miMind application, reading comprehension, narrative text*

1. Introduction

Reading is one of the language skills which is important to be developed. Students need to sharpen their reading skills because it can help them to strengthen their knowledge. This is in line with Mubarok et al. (2016) stated that reading skill is one of the language skills that always plays an essential role in helping students of language to have a better understanding of their language. There are many types of reading text in English. One of the reading text types is Narrative text. Narrative text is an imaginative story in which logic and chronologically

related events are caused or experienced by factors. It is one of the English materials for the tenth grade of senior high school.

Reading is not easy because students need to understand the text's content and purpose (Mohaidat, 2018). It also makes reading cannot be separated from comprehension because the understanding of what students read is the purpose of reading. Reading comprehension aims to understand the text rather than acquire meaning from individual words or sentences. Comprehending a text means there is an interactive way between the reader's

prior knowledge and the text itself (Khasanah et al., 2019). It also requires a linkage between the learning activities and the student's experience to form the meaning of a text.

Students face some difficulties comprehending a text in reading, especially 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. It can happen because of the lack of vocabulary knowledge, students' background knowledge, the lack of reading strategy, and the lack of teaching methods. Besides, Novianti et al. (2020) found that students needed help understanding the text's characteristics, social function, and linguistic features because the texts are longer and harder to understand. It is caused by the lack of vocabulary and students' affection related to their motivation, interest, and beliefs to read.

Moreover, Adani et al. (2019) found that students had difficulties understanding the meaning of words and finding the text's main idea. The lack of vocabulary and appropriate teaching media in the teaching-learning process causes it. Sitindaon Sarnauli et al. (2018) found that the students did not understand what they read. They also did not understand how to read well. It can happen because of the lack of the students' knowledge and the teacher's technique in class.

It can be concluded that there were seven problems faced by students in comprehending a text in reading. They found the main idea, social function, generic structure, linguistic features, understanding new vocabulary, and understanding a whole text. Besides, there were three problems from the teacher that can make students hard to understand and comprehend a text in reading. 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.

In dealing with the students' problems in reading comprehension of narrative text, the teacher should choose an appropriate method and technique to help the students solve their problems. One of the appropriate methods is Suggestopedia which Georgi Lozanov developed. 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. 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.

In implementing this method, the use of music as a background of the learning process is commonly used. Music in the learning process background helps students focus and concentrate on the material. Harmer (2001) in Lisnawati (2020) claims that music will enhance students' ability to learn, especially in reading, since it explores feelings and helps the brain to evaluate information.

Besides the method, there is one interesting technique, which is a mind map. A mind map is a good technique because it can help students improve how they process and record information, enhance their creative problem solving and strengthen their memory. This technique can also enhance students' creativity to make the mind map easy to understand and improve their creativity to solve the problem, mainly to conduct their reading comprehension (Buzan, 2018). It can also help students arrange ideas, learn quickly, and recall information.

Everything in this industrial revolution 4.0 era is defined by the integration of technology in every aspect of life (Halimah et al., 2018). It made the teacher nowadays should have the ability to use technology as digital instructional media for teaching-learning processes. One technology in the form of an application that the teacher can use to implement the mind-map technique for millennial students is miMind. miMind is an application that students can use to create a digital mind map. The students can use it on their gadgets because the MiMind application is easy to use and can be downloaded freely on Google Play. Besides miMind application, teachers can use Google Classroom as an LMS (Learning Management System) to provide students with material such as PowerPoint and reading material so students can learn individually anytime and anywhere. It can also 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. Google Classroom is a recently recognized, innovative,

and best online learning and teaching tool. It was launched in 2014 by Google (Al-Maroof & Al-Emran, 2018).

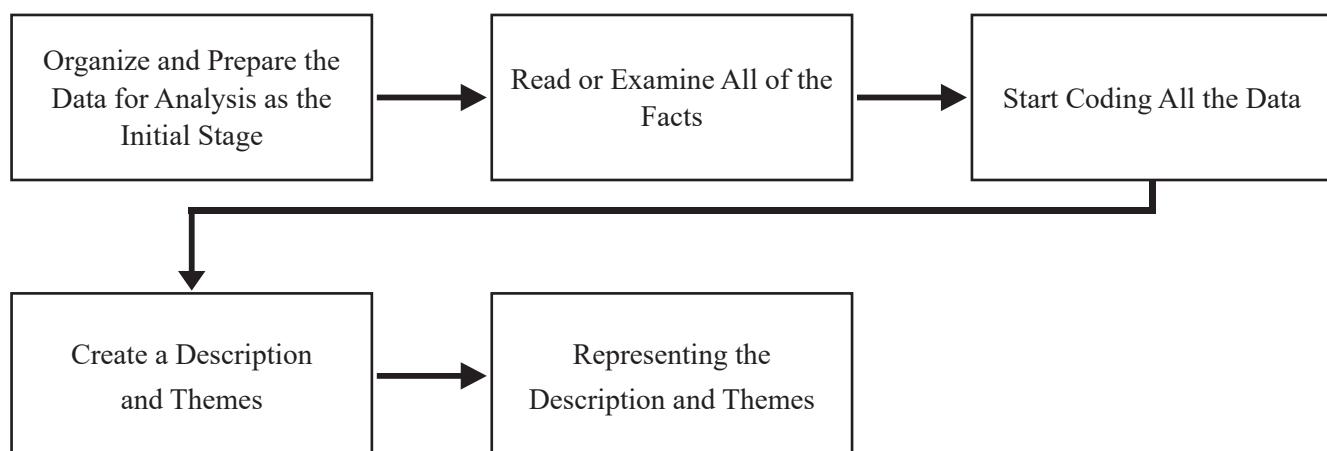
The relevant study on the implementation of mind-mapping techniques in teaching reading comprehension was conducted by Septiyani (2018) and Sitindaon Sarnauli et al. (2018). They investigated teaching reading on narrative text using mind-mapping techniques but did not apply any applications to support their research. Other relevant studies about teaching reading using the suggestopedia method come from Lisnawati & Suyadi (2020) and Murfita & Novita (2020). They investigated teaching reading with suggestopedia methods, but they did not apply any applications to support their research. This research used the suggestopedia and mind mapping techniques to teach reading comprehension of narrative text. In the previous research, they did not combine both methods and techniques. Besides, this research focuses on two applications which are miMind and Google Classroom that can be applied easily by millennial students when they learn the narrative text by using suggestopedia method and mind mapping technique in class.

Based on the background of the problem, this study aimed to investigate and reveal the research question which is formulated as follows:

- How is the use of technology with suggestopedia and mind mapping techniques in teaching reading narrative text?
- How do the students respond to the orchestrating of technology with suggestopedia method and mind mapping technique in teaching reading narrative text?

Figure 1

Steps of Analysing the Data (Creswell & Creswell, 2018)



2. Methods

In this research, the researchers used a qualitative research design. This method is used to gain a deeper understanding of individual participants, including their perspectives, attitudes, and individual or group opinions (Sukmadinata, 2010, cited in Nurlisa et al., 2019). The participants of this study were vocational high school students in tenth grade at Bhakti Medika Health Vocational School Cianjur. The researchers focus on one class of fifteen students majoring in Pharmacy, including five males and ten females.

This study implemented two research instruments to collect the data: classroom observation and a questionnaire. Classroom observation is used to monitor and write something that happens in the classroom (Helmie, 2019). The researchers used non-participant observation to observe students' activities in the teaching-learning process without being a passive observer, watching and listening to the activities and writing conclusions from the observation. The researchers observed three in-class meetings without engaging with the students or teachers. These aim to focus on the teaching-learning process and fill in the observation form, which was later converted into an observation sheet. Besides, the researchers used a structured questionnaire in the last meeting of the research with fourteen open-ended questions for fifteen students on Google Forms and used Bahasa, which allows the participants to respond in their own words, so they can write freely about their opinions to answer the questions. There were five steps in analyzing the data proposed by Creswell & Creswell (2018), which can be seen in figure 1 below.

The detailed information is as follows.

a. Organize and Prepare the Data for Analysis as the Initial Stage

The researchers prepared to observe the participants in the teaching-learning process by holding an observation sheet. The author did the observation three times in the classroom and wrote the result as field notes. The eight-teen open-ended questionnaire was also distributed in the last meeting, focusing on the orchestrating technology with suggestopedia method and mind mapping in teaching reading narrative text.

b. Read or Examine All of the Facts

The observation data and the questionnaire result focused on how the orchestrating of technology that was miMind application and Google Classroom with suggestopedia method and mind mapping technique in teaching reading of a narrative text. Moreover, after the initial stage, the following distribution of the observation and questionnaire was read all the findings that students provided to determine the facts in this study.

c. Start Coding All of the Data

After reading the observation and questionnaire's findings, the researchers sorted and categorized the respondents' activities in the tenth grade of FKK students in Bhakti Medika Health Vocational School based on the research questions.

d. Create a Description and Themes

The researchers began organizing data according to the research questions. The observation data and questionnaire results transcript are acquired for the first research question. This is due to investigation of the orchestrating of technology that was miMind application and Google Classroom with suggestopedia method and mind mapping technique in teaching reading of narrative text.

e. Representing the Description and Themes

After organizing the data, in this stage, the researchers described the total results of the observation sheet and questionnaire in detail. From the detailed explanations or descriptions of the observation sheet and questionnaire results, the researchers knew about the orchestrating of

technology that were miMind application and *Google Classroom* with suggestopedia method and mind mapping technique in teaching reading of narrative text.

3. Results and Discussion

Based on the classroom observation and the questionnaire result, it can be concluded that the teacher implemented the techniques of suggestopedia proposed by Freeman & Anderson (2012). The technique includes classroom set-up, peripheral learning, positive suggestion, choosing a new identity, role play, active concert, passive concert, primary activation and creative adaptation. The teacher could implement some suitable techniques of suggestopedia for the material being taught. In addition, the suggestopedia technique applied in the classroom does not have to be followed the sequence as suggested by Freeman & Anderson (2012). The authors obtain six suggestopedia techniques implemented by the teacher in the classroom as follows.

a. Positive Suggestion

The teacher motivates students before they learn the new material, such as telling them they will be successful. It can make them believe in themselves (confident) 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 conditions in the classroom more relaxed, enjoyable, and comfortable (Venkanna & Glory, 2015). The excerpt below shows when the teacher gave the students positive motivation.

T: I saw the result of all the students learning results from the first and the second meetings. The results showed that most of you did a great job! I am very proud of you all! I believe you will learn about narrative text better in today's meeting than in the last meeting! Today's material will be easy and understandable for you, as for today's exercise.

Ss: Thank you, Miss. We feel really excited to learn better than the last meeting and we are ready to achieve the best score of exercise you will give to us.

b. Primary Activation.

In the primary Activation technique, the teacher asked students to read aloud the narrative text that the teacher sent on Google Classroom to warm the students' brains in introducing the material so students could guess what the material would be discussed in the class. This technique was only implemented in the first meeting. They can do this technique in front of the class, in a group or individually with many expressions based on dialogue like angrily, sadly, cheerfully, etc. (Freeman & Anderson, 2012).

c. Passive Concern.

This technique was only implemented in the first meeting. In this technique, the teacher reads aloud the story, or storytelling, to the students, accompanied by music. Here, the teacher uses some instrument 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 with the students by asking questions about the meaning of several words or sentences in the text to make students understand the story. It can also make students create a fantasy or imagination about the teacher's story, making them understand it easily (Freeman & Anderson, 2012 in Yixuan et al., 2021). The excerpt below shows when the teacher gave the students several questions in passive concern.

T : What is "raided by pirates" mean in Bahasa?

S1: Kapal itu sedang dibayak oleh bajak laut, Miss.

T : Yes, good job! Now, what is the meaning of "he helped the merchant defeat the pirates"?

S2: He in this text is Malin Kundang. Miss? jadi dia menolong si saudagar itu untuk melawan bajak laut.

T : That's true!

d. Active Concern

This technique was implemented in all meetings. This technique involved the dynamic presentation of the material to be learned, which is narrative text. The teacher explained the material with a real example from the text,

such as when she described the text's generic structure and language features 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 unsuitable 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 in Richards & Rodgers, 2014).

e. Classroom setting-up

Classroom setting-up is implemented by arranging 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 creates a group that can motivate students to learn (Sundari et al., 2022). Besides, most students seemed happy when they were divided into several groups which were picked by themselves. In the group, they can share, discuss, and communicate with their friends during the teaching-learning process.

f. Creative Adaptation or Practice

The teacher used various activities designed to help students review and practice after they learned the material (Freeman & Anderson, 2012). This technique was implemented in all meetings. The teacher explained the material in the form of a mind map. She wrote on the whiteboard while the music was playing. Besides she also used question and answer sessions for reviewing the material.

Besides the techniques of suggestopedia implemented by the teacher in the classroom, the writer also found three kinds of student behavioral engagement and one of emotional engagement. Fredricks et al. (2004) in Kurniawati & Fauziyah (2022) stated that behavioral engagement concerns involvement in learning and includes behaviors such as concentration, attention and being active in the classroom. On the other hand, emotional engagement also involves students' affective responses to the teaching-learning process, covering the excitement.

The writers concluded that they found three kinds of students' behavioral engagement, as follows:

1. the students pay attention, 2. the students are

active, and 3. The students concentrate, are relaxed, confident, and comfortable during the orchestrating of technology with suggestopedia method and mind mapping technique in teaching reading narrative text. Besides, the writers also found that the students showed enthusiasm, which involved emotional engagement. The details of discovery categorized by several characteristics are discussed below.

- 1) Students paid attention during teaching reading narrative text using technologies there were miMind and *Google Classroom* with suggestopedia method mind mapping technique.

The first focus of behavioral engagement is on the students' attention. The researchers categorized most of the students paid attention during the teaching-learning process by several indicators of students' attention in the classroom by Taylor and Parsons (2011) in Purwanti et al. (2016), which are: 1. the attention of students to the teacher explanation, 2. the cooperation and the ability of students to express their opinion in the group, 3. Make a plan and division of labour in the group, 4. students not sleeping during the teaching-learning process, 5. students not texting during the teaching-learning process, 6. listening carefully when a friend explains something, and 7. students not talking about the unimportant case. The researchers categorized it into four leading indicators, which are explained below.

First, the attention of students to the teacher's explanation, such as the explanation of the material, the method, the technique and the applications that will be implemented in the classroom and the teacher's command. Based on the classroom observation, most students, from the first meeting until the last meeting, always paid attention to the teacher's explanation and command. They sometimes showed it by nodding if they understood or saying "Yes". If there was something unclear from the teacher's explanation, they asked the teacher to make it clear.

Second, they can cooperate with their friend and express their opinion freely in the group, such as discussing, making a plan and division of labour in the group, Etc. The exception below showed when students cooperated with their in the group.

S15 : I want to create the theme of the story.

S12 : I will create about the character and characterization!

S16 : I think I will create the plot and setting.

S13 : So, I will create moral value and POV of the story. You all can adjust the color and shapes of the mind map!

Third, students do not sleep during the teaching-learning process. Based on the classroom observation, all the students stayed awake, and no one felt sleepy during the teaching-learning process; they were happy, focused, fresh, comfortable and excited to learn.

Fourth, most students did not write or talking unimportant cases during the teaching-learning process because they were focused on doing the teacher's commands, such as doing the task, reading the text, discussing with their friends, paying attention to the teacher's explanation about narrative text and listen carefully when a friend explain something.

- 2) Students were active during teaching reading narrative text using technologies there were miMind and *Google Classroom* with suggestopedia method mind mapping technique.

The second focus of behavioral engagement is students' activity in the classroom. The researchers categorized most students were active by several characteristics of active students proposed by Bonwell and Eison (1991) in Sukmawati et al. (2018), which are: 1. students are involved in more than passive listening, 2. students can receive immediate feedback from their instructor, 3. students are involved in higher-order thinking, 4. student motivation is increased and 5. students are engaged in activities. The authors obtain four characteristics of active students, which are discussed below.

First, active students are involved in more than passive listening, such as asking a question related to the material. Students respond to the teacher's questions during teaching-reading narrative text using suggestopedia and mind mapping techniques with miMind and *Google Classroom*. Students' responses are typically

divided into verbal, such as asking/answering questions, discussing with the teacher or friends). Moreover, nonverbal responses include taking notes, nodding, keeping silent, and holding a hand up (Borich, 2017). Besides verbal responses, some students used nonverbal to response their teacher, such as nodding when the teacher asked them, which showed that some of them agreed with the teacher's statement or question or the other student's statement when they tried to answer the teacher's questions.

T : Who is the main character in the Crying Stone story?

Ss : The daughter of an old woman, Miss.

T : How about the characterization of her?

Ss : She is arrogant and lazy, she is the most beautiful girl in her village, so she does not want to admit her mother because she wears tacky clothes.

Second, active students can receive immediate feedback from their teacher, which can help solve the problem which occurred in the text or problem when they try to comprehend the text. Third, students involved in higher-order thinking, such as students can answer their friend's question and students can give a comment or complete the students' opinion. Last, the student's motivation is increased when they learn narrative text using suggestopedia method and mind mapping technique with miMind and Google Classroom. The mind mapping technique and suggestopedia methods can increase student motivation to learn (Buzan, 2018 in Yixuan & Fang, 2021). It can be seen from their behavioral or physical response. Most students raise their hands to respond to the teacher's question. Students are excited to ask questions about the material during the learning process and take notes during the lesson for something important.

3) Students were concentrated during the teaching-learning process.

The last behavioral engagement focuses on students' concentration in the classroom during the teaching-learning process. The concept of concentration in this research is related to the suggestopedia method, which made the students concentrate, relaxed, confident, and comfortable

during the teaching-learning process. Especially when they heard the explanation from the teacher, when they read the text by themselves and when they did the task from the teacher to create a digital mind map on miMind. It happened because the teacher used six suggestopedia techniques explained before and the power of music in the classroom. The role of music is also to learn to be more suggestive of releasing tension and increasing students' concentration (Jamaris & Sikumbang, 2014 in Sundari et al., 2022).

Besides, the use of music made the classroom pleasant, making the students relaxed, confident, and comfortable in reading the text because they did not feel under pressure to learn in the classroom. It is related to Venkanna & Glory (2015) in Suyadi (2021) who stated that the effect of physical surroundings and the pleasant atmosphere of the classroom could make the students relaxed, confident and comfortable in reading the text because of their moods increasing.

The students also focused on the material because they used an exciting picture for the main idea of their mind map. It can make them activate their imagination and focus on the keywords of the story they need to find that represent each part of the material. It helps them to understand the whole text easily. It also makes them confident to answer several questions related to the narrative text and feel that they have a better understanding of answering it (Novitasari et al., 2021). Buzan (2018) stated that a picture consists of a thousand meanings, and it can build up the students' imagination, making them keep focus and concentrate.

The authors also found that students showed enthusiasm while teaching reading narrative text using miMind and Google Classroom technologies with the suggestopedia method mind mapping technique. Emotional engagement also involves students' affective responses to the teaching-learning process, covering the excitement (Fredricks et al., 2004) in Kurniawati & Fauziyah (2022). It can be concluded that enthusiasm is included in emotional engagement. Based on the observation sheet from all meetings, the researchers obtained that most of the students seemed enthusiastic such as

they moved their bodies to the beat of the songs, raised their hands to answer several questions from the teacher, and nodded. Sometimes they made eye contact with their friends in the group when their favorite song was played or when their answers were correct. In line with Collin (1978) in Gabryś-Barker (2014) that there are several enthusiasm indicators, such as vocal delivery which the students change their intonation, tone, or their voice pitch when they talk, their eyes do eye contact with their friends and their gestures change such as bend their body, head, arms, nodding rapidly, clapping hands, Etc.

Furthermore, the authors found that the orchestrating technology with suggestopedia method and mind mapping in teaching reading techniques made students could work well in the group. It is suitable and good to help them learn and master narrative text. It is suitable for audiovisual learning style. The details of them are discussed below.

a. Students could work well in the group

All of the students explained they could work well in the group when the teacher implemented the suggestopedia method and mind mapping technique with miMind and Google Classroom in teaching reading narrative text. It is because they had chances to communicate and work in the group together to create a mind map which can make them better understand the material. It can help students work with their friends well (Ayal et al., 2017). The students work well in their group because they will discuss before creating a digital mind map on miMind. They also exchange information after they read the text while the music is played which makes each other understand. They do the discussion while listening to music that the teacher plays based on what the students request. It can make students relaxed, comfortable, and focused when discussing and reading the text (Venkanna & Glory, 2015).

Next, they divided some work for each person to create a mind map on miMind. For example, student 1 created the generic structure of the text that they had done to read. Student 2 created some of the language features of the text, and so on. After they finished creating their mind map, they picked one student in the group to send the result of their work on Google Classroom.

So, all the students in the group had their job, and the labor of the job was run smoothly, so not only one student took responsibility for the assignment. Students create a mind map to make it easier to process the information they get after reading the text to understand and remember the material easily (Buzan, 2018).

- b. The learning method using music combined with mind mapping techniques using the miMind application and Google Classroom is suitable for narrative material and good to help students mastering narrative text

All students agreed that the learning method using music combined with mind mapping techniques using the miMind application and Google Classroom is suitable for narrative material and good to help them master narrative text learning because the teacher combined the appropriate method and technique also the application with can make the students confident, the classroom more active or pleasant and it facilitated students to learn without any pressure, effective and efficient. The principle of suggestopedia is to unify students consciously and unconsciously, create a relaxed and pleasant environment for teaching, and set up a natural teaching scene to help them build confidence (Yixuan & Fang, 2021). The mind mapping technique facilitated students to summarize and process the information they got after reading narrative text into several important keywords that make it easy to understand and remember. So, they do not need to write a whole of the material in their book, which can confuse them when they need to review it.

Besides the method and technique, the teacher also facilitated the students to create mind maps digitally easily using the miMind application. The students do not need to design and organize the ideas of the text by creating nodes and lines on their book with obvious stationery such as a book, pen, ruler, and even color tools (Novitasari et al., 2021). Besides, Google Classroom is used by the teacher to provide the material, tasks, feedback, and online discussion about the narrative text. So, the students did not need to worry because the material on Google Classroom never disappeared. The teacher can give the students feedback on their work directly. This application provides a central

site for communicating with students, such as sending feedback and providing assignments or material (Ketut Sudarsana et al., 2019). miMind and Google Classroom were good supporting media for learning narrative text material in the classroom because they made the learning process run effectively, efficiently, innovative, and time saver (Novitasari et al., 2021).

c. Suggestopedia method and mind mapping technique are suitable for students with audio- visual learning styles

Suggestopedia is a language teaching method that highly supports audiovisual learning style in teaching language (Asadi & Berimani, 2015). The suggestopedia method is facilitated by students who love listening to music while studying or reading the narrative text. It can make the classroom pleasant, teaching-learning, not monotone, and students' brains become fresh, enjoyable, focused and exciting. The music through the auditory system makes people's spatial recognition nerves exciting and fresh to improve their level of intelligence and focus (Yixuan & Fang, 2021). Although the teacher played music in the class, it did not disturb the students' learning concentration because the nuance in the class was still serious but calming and pleasant. It made the students brains easy to process the information without any pressure (Purba, 2017).

The music played when the students read the text was based on the students' requests. However, the music that accompanied the teacher when she was explaining the material was the music picked by the teacher, which is suitable for the story to activate students' imagination about the story. It made students easily understand and remember the sequence of events in the story without the pressure. The suggestopedia method creates a happy circumstance to eliminate the students' tension and reduce their mental pressure. It is easy to stimulate the student's imagination and memory so that the brain can quickly work (Yixuan & Fang, 2021). This method is also modern for them because they have never tried it before in class. Other teachers are never allowed to listen to music in class. The students can listen to music while learning only in English class.

Besides, the power of visualization of the digital mind map made the students interested

and made them easy to remember the material. It combined colorful nodes, branches, shapes, pictures, etc. Mind mapping uses a visual map to outline the main clues of the reading materials, which can help learners better understand the texts, raise students' learning interest, make abstract knowledge visualized, and is convenient for processing learned knowledge (Ma, 2021). Visual images are created inside the brain and it pointed out that the brain creates a visual world, and the process of seeing and understanding happens simultaneously (Mohaidat, 2018). So, the mind map can accelerate learning and help students easily find knowledge by drawing a diagram that illustrates the main concepts and the main and sub-ideas. The statements above were gathered from students' questionnaire results which can be seen below.

S10: I thought my learning style is audiovisual.

So, when the teacher used mind mapping technique and played music in the class, I can study more relax. When I try to memorize the material and answer the questions, it is easier because the power of visualization from mind mapping helped me a lot.

S15: I felt comfortable when the teacher played music during teaching learning process. It did not bother me because I really like listen to a music when I study. The mind mapping technique also suitable for me because I like to put the picture together with the important keyword, which can help me easy to remember and understand the material.

4. Conclusion

This research investigated the orchestrating technology with suggestopedia method and mind mapping technique in teaching reading narrative text. 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 received positive suggestions, primary activation, passive concern, active concern, classroom setting-up, and creative adaptation or practice.

Over the observation of the implementation of Suggestopedia method and mind mapping technique, it can be concluded that both method and technique promoted students' behavioral engagement as

follows: 1. the students pay attention, 2. the students are active, and 3. the students concentrate. Students were relaxed, confident, and comfortable during the orchestrating of technology with suggestopedia method. Meanwhile, the used of mind mapping technique in teaching reading narrative text eased teacher in delivering the material and for the the students it eased them to understand the materials.

Furthermore, the researchers found three primary responses from the students. First, all students explained that they could work well in the group when the teacher implemented this method, technique, and technology. Second, all students agreed that the learning method using music combined with mind mapping techniques using the miMind application and Google Classroom is suitable for narrative material and good to help them master narrative text learning. Third, the suggestopedia and mind mapping techniques are suitable for students with audiovisual learning styles. Moreover, the power of visualization in digital mind maps made the students interested to learn, easy to summarize and process the information. It made them easy to understand and remember the material.

Based on the findings, integrated technology with suggestopedia method and mind mapping technique in teaching reading of a narrative text is highly recommended.

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