



# PROSIDING

## SEMINAR PENDIDIKAN NASIONAL

PELUANG DAN TANTANGAN  
DUNIA PENDIDIKAN DALAM ERA  
MASYARAKAT EKONOMI ASEAN (MEA)

Palembang, 7 Maret 2015

UNIVERSITAS PGRI PALEMBANG  
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**PELUANG DAN TANTANGAN DUNIA PENDIDIKAN DALAM ERA**  
**MASYARAKAT EKONOMI ASEAN (MEA)**

**Palembang, 7 Maret 2015**

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## KATA PENGANTAR

*Assalamualaikum warahmatullahi wabarakatuh*

Salam sejahtera untuk kita semua

Seminar Nasional Pendidikan yang diselenggarakan oleh Universitas PGRI Palembang merupakan rangkaian dari kegiatan rutin universitas dalam upaya peningkatan pengetahuan tenaga kependidikan sebagai profesi yang penting dalam pencapaian tujuan pendidikan nasional. Selain itu kegiatan seminar ini juga merupakan upaya universitas dalam melaksanakan salah satu dimensi tridharma perguruan tinggi yaitu penelitian.

Seminar Pendidikan Nasional ini mengangkat tema “PELUANG DAN TANTANGAN DUNIA PENDIDIKAN DALAM ERA MASYARAKAT EKONOMI ASEAN (MEA). MEA merupakan kesepakatan 10 Negara ASEAN dalam membangun pasar bebas di kawasan Asia Tenggara. Adapun tujuan dari pelaksanaan seminar ini adalah; (1) Meningkatkan pengetahuan tenaga kependidikan sebagai profesi yang penting dalam pencapaian tujuan pendidikan dalam menghadapi masyarakat ekonomi ASEAN, (2) Meningkatkan kemampuan tenaga kependidikan dalam mewujudkan profesi yang professional dengan mengoptimalkan pendidikan budaya dan karakter. (3) Melaksanakan tridharma perguruan tinggi yaitu penelitian/penulisan karya ilmiah, (4) Meningkatkan kecintaan terhadap seni, budaya dan bahasa sebagai pembentuk karakter bangsa.

Melengkapi kegiatan ini terkumpul sejumlah naskah artikel prosiding, dari berbagai disiplin ilmu, di antaranya Pendidikan Bahasa Indonesia, Pendidikan Bahasa Inggris, Pendidikan Matematika, Pendidikan MIPA, Pendidikan IPS, Pendidikan Olahraga, Pendidikan Agama dan Pendidikan Seni, yang kesemuanya mengarah pada tema utama yaitu mewujudkan pendidikan berkualitas dalam menghadapi masyarakat ekonomi ASEAN.

Semoga hasil seminar ini bermanfaat untuk pendidikan Indonesia ke depannya.

Wassalamualaikum warahmatullahi wabarakatuh.

Palembang, 7 Maret 2015  
Ketua Panitia Pelaksana  
**Dr. H. Bukman Lian, M.M.,M.Si.**

## DAFTAR ISI

*Halaman*

|                             |     |
|-----------------------------|-----|
| <b>HALAMAN JUDUL</b> .....  | i   |
| <b>KATA PENGANTAR</b> ..... | ii  |
| <b>KATA SAMBUTAN</b> .....  | iii |

| <b>KEYNOTE SPEAKER</b> |   |                                       |   |
|------------------------|---|---------------------------------------|---|
| No                     | Judul   | Nama                                  | Instansi                                    |
| 1                      | PELUANG DAN TANTANGAN DUNIA PENDIDIKAN DALAM ERA MASYARAKAT EKONOMI ASEAN (MEA)                     | Prof. Suyanto, Ph.D.                  | Guru Besar Universitas Negeri Yogyakarta    |
| 2                      | KEWIRAUSAHAAN DALAM DUNIA PENDIDIKAN SEBAGAI SALAH SATU PONDASI MENGHADAPI MEA                      | Prof. Toho Cholik Mutohir, MA., Ph.D. | Rektor IKIP Mataram                         |
| 3                      | MEA DAN PENDIDIKAN : PELUANG DAN TANTANGAN  | Prof. Zulkardi, M.Kom.                | Guru Besar Universitas Sriwijaya, Palembang |
| 4                      | PENDIDIKAN UNTUK MENINGKATKAN KUALITAS SUMBER DAYA MANUSIA MENYONGSONG ERA MASYARAKAT EKONOMI ASEAN | Prof. Dr. Dja'ali, M.Pd.              | Rektor Universitas Negeri Jakarta           |

| <b>BIDANG : ILMU PENDIDIKAN, AGAMA DAN SENI</b> |  |                 |  |     |
|---|--|-----------------|--|-----|
| No  | Judul  | Nama            | Instansi                                 | Hal |
| 1   | RESENTRALISASI PENGELOLAAN GURU DI INDONESIA: KAJIAN KEBIJAKAN PUBLIK PENDIDIKAN | Ahdi Riyono     | Univ. Muria Kudu, Semarang               | 1   |
| 2   | UPAYA MENINGKATKAN KUALITAS PENDIDIKAN DARI PERSPEKTIF TRADISIONAL               | Fitriyah        | STBA BSI Jakarta                         | 23  |
| 3   | PERAN LPTK DALAM MENGHASILKAN GURU YANG PROFESIONAL                              | Juju Juangsih   | Universitas Pendidikan Indonesia Bandung | 36  |
| 4   | PENDIDIKAN BERBASIS KEBERBAKATAN: MEMBERDAYAKAN POTENSI DIRI                     | Udin Kamiluddin | IAIN Cirebon                             | 55  |
| 5   | PENDIDIKAN KARAKTER SEBAGAI UPAYA MEMPERKUAT                                     | Isbandiyah      | STKIP PGRI Lubuk                         | 89  |

|   | JATIDIRI BANGSA DI ERA MASYARAKAT EKONOMI ASEAN  |                                | Linggau                    |            |
|---|--|--------------------------------|----------------------------|------------|
| <b>BIDANG : ILMU PENDIDIKAN, AGAMA DAN SENI</b> |  |                                |                            |            |
| <b>No</b>                                       | <b>Judul</b>   | <b>Nama</b>                    | <b>Instansi</b>            | <b>Hal</b> |
| 6   | KETERAMPILAN DAN SIKAP KONSELOR DALAM MELAKSANAKAN KONSELING MENGHADAPI PERBEDAAN INDIVIDU   | Nurbaiti                       | SMP Negeri 22 Palembang    | 99         |
| 7   | APLIKASI PELAYANAN KONSELING ONLINE DALAM MENGHADAPI PERSAINGAN MASYARAKAT EKONOMI ASEAN DI SEKOLAH  | M. Ferdiansyah, M.Pd.Kons.     | Universitas PGRI Palembang | 105        |
| 8   | ENGGUNAAN METODE PEMBELAJARAN KOOPERATIF MODEL JIGSAW UNTUK MENINGKATKAN PRESTASI BELAJAR MAHASISWA PROGRAM STUDI BIMBINGAN KONSELING                  | Asminto, S.Pd., M.Si.          | Universitas PGRI Palembang | 116        |
| 9   | PENDIDIKAN ISLAM   | Drs. M. Arifin, M.Pd.i.        | Universitas PGRI Palembang | 131        |
| 10  | PARADIGMA BARU SISTEM PENDIDIKAN DAN KEGURUAN MENUJU ERA GLOBALISASI   | Drs. Hazairin AS., M.Pd.       | Universitas PGRI Palembang | 145        |
| 11  | BAGAIMANA MENGELOLA KEGITAN BELAJAR MENGAJAR (KBM) YANG EFEKTIF  | Drs. H. Sukarno, M.Si.         | Universitas PGRI Palembang | 157        |
| 12  | PENGEMBANGAN SOAL NON RUTIN UNTUK MENGETAHUI BERPIKIR KRITIS SISWA SMP N 18 PALEMBANG  | Eka Fitri Puspa Sari, SH., MH. | Universitas PGRI Palembang | 171        |
| 13  | NILAI-NILAI DAN KARAKTER DALAM PENDIDIKAN KEAGAMAAN  | M. Sirajudin Fikri, M.Hum.     | Universitas PGRI Palembang | 178        |
| 14  | KONSEP RUANG <i>PROSCENIUM</i> <i>STAGE</i> DALAM KOREOGRAFI GARAP KELOMPOK  | Rully Rochayati, M.Sn          | Universitas PGRI Palembang | 195        |
| 15  | NOTASI <i>LABAN</i> SEBAGAI SISTEM PENCATATAN TARI DALAM PEMBELAJARAN NOTASI TARI PADA PROGRAM STUDI PENDIDIKAN SENDRATASIK UNIVERSITAS PGRI PALEMBANG | Efita Elvandari                | Universitas PGRI Palembang | 211        |
| 16  | BENTUK PENYAJIAN SENI <i>GURITAN</i> BAGI MASYARAKAT <i>BESEMAH</i> DI KOTA PAGARALAM  | Zelly Marisa Haque             | Universitas PGRI Palembang | 221        |
| 17  | MANAJEMEN DIRI SEORANG PENDIDIK UNTUK MENYIKAPI TANTANGAN DAN PERUBAHAN ERA MEA  | Kurnia Sari, M.Pd., Kons       | Universitas PGRI Palembang | 235        |

|    |   |         |                            |     |
|----|---|---------|----------------------------|-----|
| 18 | PELUANG DAN TANTANGAN INDONESIA DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN: SUATU TINJAUAN | Mulyadi | Universitas PGRI Palembang | 245 |
|----|---|---------|----------------------------|-----|

**BIDANG : ILMU PENDIDIKAN, AGAMA DAN SENI**

| <b>No</b> | <b>Judul</b>  | <b>Nama</b>      | <b>Instansi</b>            | <b>Hal</b> |
|-----------|---|------------------|----------------------------|------------|
| 19        | KONTRAK PSIKOLOGIS : MODEL JOHARI WINDOW                                  | Taty Fauzi       | Universitas PGRI Palembang | 257        |
| 20        | PEMBINAAN KARAKTER BANGSA DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN (MEA) | Ramanata Disurya | Universitas PGRI Palembang | 265        |
| 21        | PRILAKU TEMPER TANTRUM PADA ANAK BALITA DAN SIKAP ORANG TUA               | Rusmono          |                            | 274        |

**BIDANG : BAHASA INDONESIA**

| <b>No</b> | <b>Judul</b>   | <b>Nama</b>              | <b>Instansi</b>            | <b>Hal</b> |
|-----------|--|--------------------------|----------------------------|------------|
| 22        | MEMUPUK KARAKTER SISWA SEKOLAH DASAR (SD) DI KOTA LUBUK MELALUI CERITA RAKYAT DALAM PEMBELAJARAN BAHASA INDONESIA MENGGUNAKAN PENDEKATAN TEMATIKMENGHADAPI TANTANGAN ERA GLOBALISASI | Dr. Y. Satinem, M.Pd     | STKIP PGRI Lubuk Linggau   | 279        |
| 23        | MENYIKAPI TANTANGAN, PELUANG, DAN HARAPAN DI ERA MASYARAKAT EKONOMI ASEAN MELALUI KAJIAN TERHADAP KURIKULUM DI INDONESIA   | Nur Nisai Muslimah, M.Pd | STKIP PGRI Lubuk Linggau   | 290        |
| 24        | PEMBELAJARAN BERBASIS SAINTIFIK DAN MULTIKULTURAL DALAM MENGHADAPI ERA MASYARAKAT EKONOMI ASEAN (MEA) 2015   | Normanzah, M.Pd          | STKIP PGRI Lubuk Linggau   | 301        |
| 25        | MENGHADAPI MEA: PENTINGNYA MEMBANGUN SDM MELALUI PENDIDIKAN KELUARGA   | Sartika Seli, S.Pd., MA  | STKIP PGRI Lubuk Linggau   | 312        |
| 26        | INSTRUCTIONAL PREFERENCE OF EFL STUDENTS AT TERTIARY LEVEL   | Dwi Ratnasari, M.Ed.     | STKIP PGRI Lubuk Linggau   | 326        |
| 27        | PENGARUH MODEL <i>TEAMS GAMES TOURNAMENT</i> TERHADAP KEMAMPUAN SISWA KELAS VIII   | Ipan Sastra              | Universitas PGRI Palembang | 344        |

|                                  |  |                                    |                                  |            |
|----------------------------------|--|------------------------------------|----------------------------------|------------|
|                                  | SMP NEGERI 6 KAYUAGUNG<br>MENENTUKAN JENIS MAJAS DALAM<br>KUMPULAN PUISI PATAH KARYA<br>RAHMAT JABARIL   |                                    |                                  |            |
| 28                               | ASPEK KREATIVITAS DALAM<br>PEMBELAJARAN BAHASA   | Dessy Wardiah, M.Pd.               | Universitas<br>PGRI<br>Palembang | 360        |
| 29                               | PENGARUH STRATEGI<br>HERRINGBONE DAN KEMAMPUAN<br>BERPIKIR KRITIS TERHADAP<br>KEMAMPUAN MENULIS KARANGAN<br>ARGUMENTASI SISWA KELAS VII<br>SMP NEGERI 45 PALEMBANG                                       | Dian Nuzulia, M.Pd.                | Universitas<br>PGRI<br>Palembang | 369        |
| <b>BIDANG : BAHASA INDONESIA</b> |  |                                    |                                  |            |
| <b>No</b>                        | <b>Judul</b>   | <b>Nama</b>                        | <b>Instansi</b>                  | <b>Hal</b> |
| 30                               | MENUMBUHKAN KEBIASAAN<br>MEMBACA SISWA MELALUI<br>PERPUSTAKAAN   | Liza Murnivianti,<br>M.Pd.         | Universitas<br>PGRI<br>Palembang | 379        |
| 31                               | PENGARUH KOSA KATA BAHASA<br>DAERAH TULUNG SELAPAN<br>SERTA IMPLIKASINYA PADA<br>KEMAMPUAN MENULIS<br>KARANGAN NARASI SISWA<br>KELAS VIII SMP NEGERI 1<br>TULUNG SELAPAN KABUPATEN<br>OGAN KOMERING ILIR | H. Muhammad Ali,<br>M.Pd.          | Universitas<br>PGRI<br>Palembang | 388        |
| 32                               | RANCANGAN BAHAN AJAR<br>KETERAMPILAN MENYIMAK DAN<br>PEMBELAJARANNYA   | Dra. Sri Wahyu<br>Indrawati, M.Pd. | Universitas<br>PGRI<br>Palembang | 400        |
| 33                               | PENGUNAAN METODE<br>SOSIODRAMA DALAM<br>MENINGKATKAN KETERAMPILAN<br>BERBICARA BAGI SISWA  | Juaidah Agustina,<br>M.Pd.         | Universitas<br>PGRI<br>Palembang | 414        |
| 34                               | KOMPETENSI BERBAHASA<br>INDONESIA DALAM<br>MENYONGSONG MASYARAKAT<br>EKONOMI ASEAN (MEA)   | Darwin Effendi, M.Pd.              | Universitas<br>PGRI<br>Palembang | 420        |
| 35                               | ANALISIS KESILAPAN DAN<br>KONTRASTIF BERBAHASA<br>DALAM KARANGAN DESKRIPSI<br>SISWA KELAS VIII SMP NEGERI 2<br>AIR KUMBANG   | Hayatun Nufus, M.Pd.               | Universitas<br>PGRI<br>Palembang | 431        |
| 36                               | MEMBENTUK KARAKTER<br>PESERTA DIDIK DENGAN<br>MENDONGENG   | Hetilanar, M.Pd.                   | Universitas<br>PGRI<br>Palembang | 448        |
| 37                               | ANALISIS KESALAHAN<br>BERBAHASA KARANGAN BEBAS<br>MAHASISWA SEMESTER VI<br>PROGRAM STUDI PENDIDIKAN<br>BAHASA DAN SASTRA<br>INDONESIA UNIVERSITAS PGRI<br>PALEMBANG                                      | Achmad Wahidy,<br>S.Pd., M.Pd.     | Universitas<br>PGRI<br>Palembang | 459        |

|    |  |                      |                            |     |
|----|--|----------------------|----------------------------|-----|
| 38 | PELBAGAI VARIASI BAHASA DALAM BAHASA INDONESIA   | Agus Heru, M.Pd.     | Universitas PGRI Palembang | 470 |
| 39 | PENGARUH PEMANFAATAN TEKNOLOGI INTERNET MENGGUNAKAN SEARCH ENGINE (MESIN PENCARI) TERHADAP HASIL BELAJAR MENULIS PIDATO PADA SISWA KELAS XI SMA NEGERI 9 PALEMBANG | Masnunah, SE., M.Pd. | Universitas PGRI Palembang | 479 |

| <b>BIDANG : BAHASA INGGRIS</b> |  |                          |                            |            |
|--------------------------------|--|--------------------------|----------------------------|------------|
| <b>No</b>                      | <b>Judul</b>   | <b>Nama</b>              | <b>Instansi</b>            | <b>Hal</b> |
| 40                             | THE USE OF PICTURES IN INCREASING THE SEVENTH GRADERS' VOCABULARY MASTERY AT DIPONEGORO JUNIOR HIGH SCHOOL OF PALEMBANG  | Masagus Firdaus, M.Pd.   | Universitas PGRI Palembang | 495        |
| 41                             | THE APPLICATION OF KWL STRATEGY IN TEACHING READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF BINA WARGA JUNIOR HIGH SCHOOL OF PALEMBANG                                     | Hj. Novianti, M.Pd.      | Universitas PGRI Palembang | 504        |
| 42                             | ANALISA KESALAHAN MENULIS PARAGRAF DALAM BAHASA INGGRIS PADA MAHASISWA SEMESTER 5B PROGRAM STUDI BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PGRI PALEMBANG | Amir Suki, M.Pd.         | Universitas PGRI Palembang | 510        |
| 43                             | USING SUGGESTOPEDIA METHOD AS AN ALTERNATIVE WAY IN TEACHING READING COMPREHENSION   | Dewi Kartika Sari, M.Pd. | Universitas PGRI Palembang | 523        |
| 44                             | TEACHING READING COMPREHENSION BY USING PICTURE STORIES TO THE TENTH GRADE STUDENTS OF SMK SPPN SEMBAWA BANYUASIN  | Aswadi Jaya, M.Pd.       | Universitas PGRI Palembang | 536        |
| 45                             | IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY TECHNIQUE TO THE FIRST  | Yuspar, M.Pd.            | Universitas PGRI Palembang | 545        |



|                                |  |                         |                            |            |
|--------------------------------|--|-------------------------|----------------------------|------------|
|                                | SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF PGRI UNIVERSITY PALEMBANG   |                         |                            |            |
| 46                             | THE CORRELATION AMONG THE FOURTH SEMESTER STUDENTS' READING ATTITUDE, READING COMPREHENSION ACHIEVEMENT AND WRITING ACHIEVEMENT AT ENGLISH EDUCATION STUDY PROGRAM IN PGRI UNIVERSITY OF PALEMBANG | Asti Veto Martini, M.Pd | Universitas PGRI Palembang | 558        |
| 47                             | PERAN KOMITE SEKOLAH DALAM PENINGKATAN MUTU PENDIDIKAN   | Magdad Hatim, M.Hum     | Universitas PGRI Palembang | 571        |
| 48                             | STUDENTS' LEARNING HABIT IN THE ENGLISH STUDY PROGRAM AT PGRI UNIVERSITY OF PALEMBANG  | Evi Rosmiyati, M.Pd     | Universitas PGRI Palembang | 580        |
| 49                             | ANALISIS INTERAKSI SOSIAL DALAM NOVEL SANDIWARA BUMI KARYA TAUFIQURRAHMAN AL-AZIZY   | Ardhyta Khodija Yanti   | Universitas PGRI Palembang | 593        |
| <b>BIDANG : BAHASA INGGRIS</b> |  |                         |                            |            |
| <b>No</b>                      | <b>Judul</b>   | <b>Nama</b>             | <b>Instansi</b>            | <b>Hal</b> |
| 50                             | THE INFLUENCE OF MNEMONIC PICTURES AND ATTITUDES TOWARD THE STUDENTS' WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP PGRI 1 PALEMBANG   | Etty Pratiwi, M.Pd      | Universitas PGRI Palembang | 608        |

|                            |  |                       |                 |            |
|----------------------------|--|-----------------------|-----------------|------------|
| <b>BIDANG : MATEMATIKA</b> |  |                       |                 |            |
| <b>No</b>                  | <b>Judul</b>   | <b>Nama</b>           | <b>Instansi</b> | <b>Hal</b> |
| 51                         | PROGRAM GEOGEBRA SEBAGAI SOFTWARE ALAT BANTU DALAM PEMBELAJARAN MATEMATIKA   | Retni Paradesa, M.Pd. | IAIN            | 629        |
| 52                         | APLIKASI METODE ROMBERG UNTUK MENENTUKAN NILAI INTEGRASI DALAM PROGRAM BASIC   | M. Win Afgani, M.Pd.  | IAIN            | 647        |
| 53                         | PERBANDINGAN ANTARA HASIL BELAJAR MATEMATIKA SISWA YANG MENGGUNAKAN METODE DISCOVERY DENGAN METODE EKSPOSITORI DI KELAS VIII SMP NEGERI 55 PALEMBANG | Mewa Zabeta, S.Pd.    | UNSRI           | 659        |
| 54                         | LEGO SEBAGAI <i>STARTING POINT</i> PADA PEMBELAJARAN POLA BILANGAN   | Sri Handayani, S.Pd.  | UNSRI           | 674        |

|    |  |                          |       |     |
|----|--|--------------------------|-------|-----|
| 55 | PENGEMBANGAN SOAL MODEL PISA ( <i>THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT</i> ) MENGGUNAKAN KONTEKS LOKAL                                     | Ninik Charmila, S.Pd.    | UNSRI | 684 |
| 56 | DESAIN PEMBELAJARAN PMRI MATERI GEOMETRI BANGUN DATAR SEGITIGA DI KELAS VII  | Yudi Yunika Putra        | UNSRI | 697 |
| 57 | MELATIH KEMAMPUAN KOMUNIKASI MATEMATIS SISWA MELALUI PENDEKATAN SAINTIFIK  | Tarsudin, S.Pd.          | UNSRI | 710 |
| 58 | DESAIN PEMBELAJARAN VOLUME BANGUN RUANG SISI DATAR MENGGUNAKAN RUBIK DI KELAS VIII   | Reny Wahyuni, S.Pd.      | UNSRI | 719 |
| 59 | PENGARUH PEMBELAJARAN MATEMATIKA DENGAN MENGGUNAKAN PENDEKATAN <i>APTITUDE TREATMENT INTERACTION (ATI)</i> PADA SISWA KELAS VII SMP NEGERI 1 BANYUASIN I | Indra Abdurrahman, S.Pd. | UNSRI | 733 |
| 60 | PENERAPAN PENDEKATAN PMRI DALAM PEMBELAJARAN MATEMATIKA  | Reny Shinta Sari, S.Pd.  | UNSRI | 745 |

#### **BIDANG : MATEMATIKA**

| <b>No</b> | <b>Judul</b>  | <b>Nama</b>                 | <b>Instansi</b> | <b>Hal</b> |
|-----------|---|-----------------------------|-----------------|------------|
| 61        | KEMAMPUAN PEMAHAMAN KONSEP MATEMATIKA DENGAN MENGGUNAKAN PENILAIAN PENUGASAN PROYEK DI SMA NEGERI 2 TEBING TINGGI               | Ade Irma Oktavia, S.Pd.     | UNSRI           | 757        |
| 62        | BAHAN AJAR MATERI ATURAN PENCACAHAN MENGGUNAKAN PEMBELAJARAN BERBASIS MASALAH   | Iis Juniati Lathifah, S.Pd. | UNSRI           | 769        |
| 63        | PENGARUH PENGGUNAAN METODE <i>RECIPROCAL TEACHING</i> TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS VIII SMP NEGERI 7 PALEMBANG | Desi Amelia                 | UNSRI           | 782        |
| 64        | PEMBELAJARAN MATEMATIKA DENGAN PENDEKATAN PEMECAHAN MASALAH   | Okto Feriana                | UNSRI           | 793        |
| 65        | PENERAPAN MODEL PEMBELAJARAN <i>THINK PAIRS SHARE (TPS)</i> PADA PELAJARAN MATEMATIKA DI KELAS VIII SMP NEGERI 3 PALEMBANG      | Asri Nurdayani              | UNSRI           | 804        |
| 66        | PEMBELAJARAN SUDUT MENGGUNAKAN KONTEKS  | Wiwik Widya Wati            | UNSRI           | 829        |

|    |   |                                     |       |     |
|----|---|-------------------------------------|-------|-----|
|    | RUMAH LONTIK  |                                     |       |     |
| 67 | PENGARUH MODEL KOOPERATIF <i>TIPE NUMBERED HEADS TOGETHER</i> (NHT) TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS VIII SMP N 1 KELUMBAYAN BARAT | Tri Wahyudi, S.Pd.                  | UNSRI | 841 |
| 68 | PENGEMBANGAN SOAL STATISTIKA LEVEL <i>HIGHER ORDER THINKING SKILLS</i> (HOTS) DI SEKOLAH MENENGAH PERTAMA                                       | Rahma Siska Utari, S.Pd.            | UNSRI | 859 |
| 69 | PEMBELAJARAN TRIGONOMETRI MELALUI BELAJAR KOOPERATIF TIPE TEAM ASSISTED INDIVIDUALIZATION (TAI) DI SMA NEGERI 11 PALEMBANG                      | Ririn Suparti Kurnianingsih, S.Pd., | UNSRI | 874 |
| 70 | PEMBELAJARAN MATEMATIKA BERDASARKAN TEORI KONSTRUKTIVISME SOSIAL (VYGOTSKY)   | Dinal 'Ulya, S.Pd.                  | UNSRI | 883 |
| 71 | MENGEMBANGKAN SOAL <i>OPEN-ENDED</i> UNTUK MELATIH KEMAMPUAN BERFIKIR KREATIF SISWA   | Henry Kurniawan, S.Pd.              | UNSRI | 897 |
| 72 | KEMAMPUAN PENALARAN MATEMATIKA SISWA PADA MATERI GEOMETRI DENGAN MENGGUNAKAN TAKSONOMI SOLO <i>SUPERITEM</i> SISWA KELAS VIII                   | Lusinda Hutaaruk, S.Pd.             | UNSRI | 907 |

#### **BIDANG : MATEMATIKA**

| <b>No</b> | <b>Judul</b>  | <b>Nama</b>         | <b>Instansi</b> | <b>Hal</b> |
|-----------|---|---------------------|-----------------|------------|
| 73        | PENDISAINAN HYPOTETICAL LEARNING TRAJECTORY (HLT) MATERI ARITMATIKA SOSIAL MENGGUNAKAN KONTEKS JUAL BELI BATU AKIK  | Rika Octalisa       | UNSRI           | 920        |
| 74        | PEMAHAMAN KONSEP SISWA DALAM PEMBELAJARAN MATEMATIKA POKOK BAHASAN PRISMA DAN LIMAS MENGGUNAKAN MEDIA POSTER DI KELAS VIII SMP NEGERI 2 SIRAH PULAU PADANG KABUPATEN OGAN KOMERING ILIR | Ida Suraman, S.Pd.  | UNSRI           | 927        |
| 75        | PENGARUH PENGUASAAN PERKALIAN ANTARSUKU DAN KONSEP FAKTOR SEKAWAN TERHADAP PENENTUAN NILAI LIMIT FUNGSI DENGAN  | Rany Nopiani, S.Pd. | UNSRI           | 936        |

|    |   |                             |                            |      |
|----|---|-----------------------------|----------------------------|------|
|    | MENGALIKAN FAKTOR SEKAWAN DI KELAS XI IPA SMA NEGERI 10 PALEMBANG   |                             |                            |      |
| 76 | PERBANDINGAN PRESTASI BELAJAR SISWA DALAM MATEMATIKA ANTARA YANG MENGGUNAKAN PENDEKATAN REALISTIK BERBENTUK PENGAJARAN MODUL DENGAN PENGAJARAN KONVENSIONAL                             | Deli Fikriana, S.Pd.        | UNSRI                      | 947  |
| 77 | STUDI KOMPARATIF ANTARA METODE PEMBELAJARAN <i>QUANTUM LEARNING</i> DENGAN METODE PEMBELAJARAN <i>TIMES TOKEN</i> PADA MATERI LOGIKA MATEMATIKA DI KELAS X SMA NEGERI 1 PANGKALAN BALAI | Kiki Rizkiah Pertiwi, S. Pd | UNSRI                      | 956  |
| 78 | ANALISIS KEMAMPUAN SISWA DALAM MENYELESAIKAN SOAL-SOAL PEMECAHAN MASALAH MATERI PERBANDINGAN DI KELAS VII SMP NEGERI 18 PALEMBANG   | Khairun Nisak               | UNSRI                      | 970  |
| 79 | PEMBELAJARAN VOLUME BOLA DENGAN PENDEKATAN PENDIDIKAN MATEMATIKA REALISTIK INDONESIA (PMRI) DI KELAS X  | Hariani Juwita, S.Pd.       | UNSRI                      | 982  |
| 80 | PENDIDIKAN KARAKTER DI PERGURUAN TINGGI DALAM ERA MASYARAKAT EKONOMI ASEAN  | Ety Septiati.,MT            | Universitas PGRI Palembang | 993  |
| 81 | FLIPCHART SEBAGAI ALTERNATIF MEDIA UNTUK MENINGKATKAN PRESTASI BELAJAR MATEMATIKA   | Marhamah, M.Pd              | Universitas PGRI Palembang | 1003 |
| 82 | SOAL MATEMATIKA PISA MENGGUNAKAN KONTEKS BUDAYA OGAN ILIR TINGKAT SEKOLAH MENENGAH PERTAMA  | Zulva Munayati              | UNSRI                      | 1010 |

**BIDANG : MATEMATIKA**

| <b>No</b> | <b>Judul</b>   | <b>Nama</b>       | <b>Instansi</b>            | <b>Hal</b> |
|-----------|--|-------------------|----------------------------|------------|
| 83        | PENINGKATAN HASIL BELAJAR MATEMATIKA SISWA KELAS X MELALUI PEMBELAJARAN INVESTIGASI KELOMPOK DI SMA NEGERI 1 PAGARALAM | Halimah Tusa'diah | SMA Negeri 1 Pagaram       | 1020       |
| 84        | PEMBELAJARAN MENGGUNAKAN KEMAMPUAN BERFIKIR KRITIS, KREATIF DAN REFLEKTIF (K2R)  | Jayanti, M.Pd.    | Universitas PGRI Palembang | 1035       |

|                            |   |                            |                            |            |
|----------------------------|---|----------------------------|----------------------------|------------|
|                            | DAN KEMAMPUAN PENALARAN MATEMATIS SISWA   |                            |                            |            |
| 85                         | PENGEMBANGAN SOAL MATEMATIKA UNTUK MENGUKUR KEMAMPUAN KONEKSI MATEMATIS SISWA   | Tika Dwi Nopriyanti, M.Pd. | Universitas PGRI Palembang | 1048       |
| 86                         | PENERAPAN <i>INQUIRY</i> MATERI PERBANDINGAN DAN SKALA DALAM PEMBELAJARAN MATEMATIKA  | Anggria Septiani, M.Pd.    | Universitas PGRI Palembang | 1062       |
| 87                         | PERMAINAN INTERAKTIF YANG MEMBUAT SISWA KREATIF DALAM PELAJARAN MATEMATIKA  | Dra. Farah Diba, M.Pd.     | Universitas PGRI Palembang | 1072       |
| 88                         | MEMANFAATKAN PERMAINAN SEBAGAI MEDIA PEMBELAJARAN MATEMATIKA  | Tanzimah, M.Pd.            | Universitas PGRI Palembang | 1083       |
| 89                         | APLIKASI MATERI KALKULUS UNTUK BIOLOGI  | Allen Marga Retta, M.Pd.   | Universitas PGRI Palembang | 1093       |
| 90                         | PENERAPAN STRATEGI BERBASIS MULTIPLE INTELLIGENCES UNTUK MENINGKATKAN KEMAMPUAN BERFIKIR KRITIS MATEMATIS SISWA KELAS VII DI SMP YPI TUNAS BANGSA PALEMBANG | Sukarti                    | Universitas PGRI Palembang | 1106       |
| 91                         | PENGARUH PENDEKATAN KONSTRUKTIVISME TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS VIII D SMP NURUL AMAL PALEMBANG   | Dra. Andinasari, M.M       | Universitas PGRI Palembang | 1016       |
| 92                         | TEKNOLOGI INFORMASI DAN KOMUNIKASI (TIK) DALAM AKTIFITAS KOLABORASI PESERTA DIDIK   | Dra. Misdalina, M.Pd       | Universitas PGRI Palembang | 1029       |
| 93                         | ALTERNATIF ANALISIS KEEFEKTIFAN PENERAPAN MODEL PEMBELAJARAN MATEMATIKA DENGAN MENGGUNAKAN TABEL KPM (KEEFEKTIFAN PENERAPAN MODEL)                          | Dra. Lusiana. M.Pd         | Universitas PGRI Palembang | 1104       |
| 94                         | PENGEMBANGAN MATERI AJAR PERSAMAAN GARIS SINGGUNG LINGKARAN BERBASIS KONSTRUKTIVISME DI KELAS XIIPA SMA   | Putri Fitriasari, M.Pd     | Universitas PGRI Palembang | 1114       |
| <b>BIDANG : MATEMATIKA</b> |   |                            |                            |            |
| <b>No</b>                  | <b>Judul</b>  | <b>Nama</b>                | <b>Instansi</b>            | <b>Hal</b> |
| 95                         | KEMAMPUAN SISWA MEMECAHKAN MASALAH DENGAN METODE <i>MIND</i>  | Weni Dwi Pratiwi, M.Sc     | Universitas PGRI Palembang | 1128       |

|     |  |                                      |   |      |
|-----|--|--------------------------------------|---|------|
|     | MAPPING DI KELAS VII.2 BILINGUAL SMP NEGERI 1 PALEMBANG  |                                      |   |      |
| 96  | MENEMUKAN NILAI PHI DAN RUMUS KELILING LINGKARAN MENGGUNAKAN PENDEKATAN PMRI DI KELAS VI   | Novita Sari, M.Pd                    | Universitas PGRI Palembang              | 1139 |
| 97  | MELATIH SISWA MEMBUAT ANIMASI PEMBELAJARAN MELALUI APLIKASI POWERPOINT GUNA MENINGKATKAN DAYA SERAP BELAJAR SISWA  | Asnurul Isroqmi, ST., M.Kom.         | Universitas PGRI Palembang              | 1149 |
| 98  | APLIKASI <i>BLENDED LEARNING</i> PADA PEMBELAJARAN KALKULUS 1 DI UNIVERSITAS PGRI PALEMBANG  | Yunika Lestaria Ningsih, S.Si., M.Pd | Universitas PGRI Palembang              | 1164 |
| 99  | PERBANDINGAN ANTARA HASIL BELAJAR MATEMATIKA SISWA YANG DIAJAR MENGGUNAKAN PEMBERIAN TUGAS INDIVIDUAL DENGAN YANG TIDAK DI KELAS X SMA BAKTI IBU 8 PALEMBANG | Sri Hartati, S.Pd.                   | Universitas PGRI Palembang              | 1177 |
| 100 | DESAIN PEMBELAJARAN MATERI PROGRAM LINIER SMK MENGGUNAKAN KONTEKS SERVIS KENDARAAN SEPEDA MOTOR  | Nur Hasanah Pahlepy                  | Universitas PGRI Palembang              | 1188 |
| 101 | ASPEK DAN LEVEL SOAL PISA DALAM BUKU TEKS MATA PELAJARAN MATEMATIKA SMA/MA/MAK KELAS X SEMESTER 1 KURIKULUM 2013   | Nora Surmilasari                     | Universitas PGRI Palembang              | 1195 |
| 102 | THE APPLICATION OF ROMBERG METHOD TO FIND THE INTEGRATION VALUE IN BASIC PROGRAM   | Dina Octaria, S.Si., M.Pd.           | Universitas PGRI Palembang              | 1201 |
| 103 | KEMAMPUAN MULTI REPRESENTASI MATEMATIS DALAM MATERI STATISTIKA DASAR   | Nila Kesumawati                      | Universitas PGRI Palembang <sup>1</sup> | 1212 |
| 104 | FLIPCHART SEBAGAI ALTERNATIF MEDIA UNTUK MENINGKATKAN PRESTASI BELAJAR MATEMATIKA  | Rustam                               | Universitas PGRI Palembang              | 1224 |

| BIDANG : MIPA - Biologi |  |                            |                            |      |
|-------------------------|--|----------------------------|----------------------------|------|
| No                      | Judul  | Nama                       | Instansi                   | Hal  |
| 105                     | PENYELESAIAN MASALAH GERAK PESAWAT ATWOOD DENGAN PERSAMAAN EULAR-LAGRANGESEBAGAI ALTERNATIF PERSAMAAN NEWTONPADA FISIKA SMA                                      | Melly Ariska               | UNSRI                      | 1231 |
| 106                     | PEMBUATAN BATU BATA DENGAN CAMPURAN KOTORAN SAPI SEBAGAI BAHAN <i>LIFE SKILL</i> BAGI MAHASISWA PENDIDIKAN FISIKA DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN 2015 | Yaspin Yolanda, M.Pd.Si.   | STKIP PGRI Lubuk Linggau   | 1245 |
| 107                     | VARIASI BUAH-BUAHAN TERHADAP TEBAL, BERAT, DAN KADAR SERAT NATA  | Ria Dwi Jayati, M.Pd       | STKIP PGRI Lubuk Linggau   | 1262 |
| 108                     | PENGARUH PEMBERIAN AMPAS TEH TERHADAP PERTUMBUHAN TANAMAN CABAI RAWIT ( <i>CAPSICUM FRUTESCENTS</i> L.)  | Nopa Nopiyanti             | STKIP PGRI Lubuk Linggau   | 1272 |
| 109                     | YOGHURT DENGAN VARIASI STARTER   | Fitria Lestari, M.Pd       | STKIP PGRI Lubuk Linggau   | 1289 |
| 110                     | TINGKAT KETERCAPAIAN <i>LEARNING OUTCOMES</i> KKNi LEVEL ENAM GURU FISIKA SMA LULUSAN UNIVERSITAS SRIWIJAYA  | M. Jhoni, M.Pd.            | Universitas PGRI Palembang | 1300 |
| 111                     | E-LEARNING SEBAGAI ALTERNATIF UNTUK PENGEMBANGAN PROFESI GURU FISIKA   | Lukman Hakim, M.Pd.        | Universitas PGRI Palembang | 1314 |
| 112                     | TINGKAT KEMAMPUAN LITERASI SAINS MAHASISWA YANG MENGAMBIL MATA KULIAH IPA TERPADUMENGGUNAKAN CONTOH SOAL PISA 2009   | Sulistiawati, M.Si.        | Universitas PGRI Palembang | 1323 |
| 113                     | PEMBELAJARAN <i>GUIDED INQUIRY</i> UNTUK MELATIH KETERAMPILAN MENYELESAIKAN MASALAH FISIKA   | Sugiarti, M.Pd             | Universitas PGRI Palembang | 1333 |
| 114                     | DESKRIPSI PENAMBAHAN AIR KELAPA TERHADAP ORGANOLEPTIK TEMPE  | Reny Dwi Riastuti, M.Pd.Si | Universitas PGRI Palembang | 1350 |
| 115                     | PENGUNAAN MODEL SEBAGAI TAMBAHAN ALAT PERAGA GAMBAR DALAM PENGAJARAN PELAJARAN ILMU PENGETAHUAN  | Marmaini                   | Universitas PGRI Palembang | 1364 |

|  |                       |  |  |
|--|-----------------------|--|--|
|  | ALAM DI SEKOLAH DASAR |  |  |
|--|-----------------------|--|--|

| <b>BIDANG : ILMU PENGETAHUAN SOSIAL</b> |   |                              |                            |            |
|---|---|------------------------------|----------------------------|------------|
| <b>No</b>                               | <b>Judul</b>  | <b>Nama</b>                  | <b>Instansi</b>            | <b>Hal</b> |
| 116                                     | MENGHADAPI ERA MASYARAKAT EKONOMI ASEAN MELALUI PEMBELAJARAN SEJARAH BERORIENTASI MASALAH SOSIAL KONTEMPORER- <i>ECOPE</i> DAGOGY   | Aulia Novemy Dhita SBK, M.Pd | STKIP PGRI Lubuk Linggau   | 1377       |
| 117                                     | INTEGRASI NILAI-NILAI KEWIRAUSAHAAN DALAM PEMBELAJARAN UNTUK MENGHADAPI MEA   | Supriyanto                   | STKIP PGRI Lubuk Linggau   | 1387       |
| 118                                     | SISTEM PERLINDUNGAN HUKUM DALAM RANGKA PELAKSANAAN KERJA TRANSPORTASI MARITIM GUNA Mendukung PEMBANGUNAN NASIONAL DAN KETAHANAN NASIONAL SERTA PENDIDIKAN NASIONAL (REFORMASI SISTEM PENGEMBANGAN SUMBER DAYA MANUSIA KEPELABUHAN INDONESIA DALAM DUNIA PENDIDIKAN NASIONAL | Ning Herlina, SH., M.Hum.    | Universitas PGRI Palembang | 1403       |

| <b>BIDANG : ILMU PENGETAHUAN SOSIAL</b> |  |                                   |                            |            |
|---|--|-----------------------------------|----------------------------|------------|
| <b>No</b>                               | <b>Judul</b>   | <b>Nama</b>                       | <b>Instansi</b>            | <b>Hal</b> |
| 119                                     | HUBUNGAN ANTARA PEMBERITAHUAN NILAI ULANGAN HARIAN DENGAN MOTIVASI BELAJAR EKONOMI SISWA DI SMA AZHARYAH PALEMBANG | Neta Dian Lestari, S.Pd., MM.     | Universitas PGRI Palembang | 1440       |
| 120                                     | EVALUASII KINERJA PERUSAHAAN PT INDO PT. INDO TAMBANG RAYA MEGA TBK TAHUN 2011                                     | Diana Widhi Rahmawati, S.Ip., MM. | Universitas PGRI Palembang | 1454       |
| 121                                     | PERMAINAN MONOPOLI SEBAGAI MEDIA PEMBELAJARAN EKONOMI BAGI SISWA TINGKAT SEKOLAH NMENENGAH ATAS                    | Erma Yuliani, S.Pd., M.Si.        | Universitas PGRI Palembang | 1463       |



|         |  |                            |                            |      |
|---------|--|----------------------------|----------------------------|------|
| 12<br>2 | ANALISIS RATIO PROFITABILITAS SEBAGAI ALAT EVALUASI KINERJA KEUANGAN PADA KOPERASI SMK NEGERI 3 PALEMBANG          | Zahrudin Hodsay, S.Pd., MM | Universitas PGRI Palembang | 1478 |
| 12<br>3 | PENDIDIKAN TINGGI SEBAGAI WADAH PEMBINAAN MAHASISWA ENTREPRENEUR DAN IMPLIKASINYA TERHADAP PEREKONOMIAN MASYARAKAT | Rih Laksmi Utpalsari       | Universitas PGRI Palembang | 1496 |
| 12<br>4 | MANFAAT DAN TANTANGAN MASYARAKAT ERA EKONOMI ASEAN   | Barkudin, M.Pd             | Universitas PGRI Palembang | 1504 |

### **BIDANG : ILMU PENGETAHUAN SOSIAL**

| <b>No</b> | <b>Judul</b>  | <b>Nama</b>                 | <b>Instansi</b>            | <b>Hal</b> |
|-----------|---|-----------------------------|----------------------------|------------|
| 12<br>5   | UPAYA MENINGKATKAN MINAT BERWIRSAUSAHA MAHASISWA MELALUI KEGIATAN PRAKTEK BERWIRSAUSAHA PADA PROGRAM STUDI PENDIDIKAN AKUNTANSI   | M. Toyib, M.Pd              | Universitas PGRI Palembang | 1514       |
| 12<br>6   | PENGGUNAAN MEDIA PEMBELAJARAN BERBASIS TIK UNTUK MEMOTIVASI PESERTA DIDIK BELAJAR SECARA MANDIRI  | Hendri Gunawan              | Universitas PGRI Palembang | 1525       |
| 12<br>7   | PENGARUH MODEL PEMBELAJARAN <i>TEAM GAMES TOURNAMENT</i> TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS TERPADU (GEOGRAFI) DI KELAS VII SMP QURANIAH 1 PALEMBANG TAHUN AJARAN 2013-2014 * | Kiki Aryaningrum, M.Pd.     | Universitas PGRI Palembang | 1537       |
| 12<br>8   | PENGARUH MEDIA PEMBELAJARAN ANIMASI TERHADAP HASIL BELAJAR GEOGRAFI PADA SISWA KELAS X DI SMA MUHAMMADIYAH 2 PALEMBANG  | Sukmaniar, S.Pd., M.Si.     | Universitas PGRI Palembang | 1553       |
| 12<br>9   | PENGARUH METODE <i>STOP THINK DO</i> TERHADAP HASIL BELAJAR GEOGRAFI SISWA KELAS X SMA NEGERI 19 PALEMBANG  | Wahyu Saputra, S.Pd., M.Si. | Universitas PGRI Palembang | 1564       |
| 13<br>0   | KAJIAN POTENSI OBJEK WISATA PULAU KEMARO DI KOTA PALEMBANG  | Maharani Oktavia, M.Sc.     | Universitas PGRI Palembang | 1579       |
| 13<br>1   | PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TERHADAP HASIL BELAJAR  | Happy Fitria, M.Si          | Universitas PGRI Palembang | 1593       |

|         |   |                                |                            |      |
|---------|---|--------------------------------|----------------------------|------|
|         | SISWA PADA MATA PELAJARAN GEOGRAFI DI SMA NEGERI 10 PALEMBANG   |                                |                            |      |
| 13<br>2 | PENGARUH MODEL PEMBELAJARAN <i>INDUCTIVE THINKING</i> TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS TERPADU KELAS VII DI SMP NEGERI 47 PALEMBANG | Boby Agus Yusmiono, S.Sos., MA | Universitas PGRI Palembang | 1605 |
| 13<br>3 | UPAYA PENINGKATAN KARAKTER PENDIDIK BERDASARKAN NORMA, ETIKA DAN MORAL  | Sri Husnulwati, SH., MH.       | Universitas PGRI Palembang | 1621 |
| 13<br>4 | PENGUATAN KARAKTER MAHASISWA DALAM MATA KULIAH PENDIDIKAN KEWARGANEGARAAN: UPAYA PENYIAPAN DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN 2015               | Suryati, M. H.                 | Universitas PGRI Palembang | 1633 |
| 13<br>5 | FAKTOR PENYEBAB SISWA MELAKUKAN PELANGGARAN SEKOLAH DAN IMPLIKASINYA TERHADAP HASIL BELAJAR   | Armansyah, S.Pd., M.Si.        | Universitas PGRI Palembang | 1645 |

#### **BIDANG : ILMU PENGETAHUAN SOSIAL**

| <b>No</b> | <b>Judul</b>  | <b>Nama</b>              | <b>Instansi</b>            | <b>Hal</b> |
|-----------|---|--------------------------|----------------------------|------------|
| 13<br>6   | BUDAYA SATU SURO DI DESA SUKAJADI BANYUASIN SUMATERA SELATAN  | Ahmad Zahmari, S.Pd.,MM. | Universitas PGRI Palembang | 1656       |
| 13<br>7   | NASKAH MELAYU SEBAGAI SUMBER REFITALISASI PENGAJARAN MORAL DI SEKOLAH MENENGAH ATAS DI KOTA PALEMBANG   | M. Idris, M.Pd           | Universitas PGRI Palembang | 1674       |
| 13<br>8   | NILAI BUDAYA ANYAMAN TIKAR SEBAGAI MATERI PENGAYAAN SEJARAH KEBUDAYAAN INDONESIA  | Drs. Sukardi, M.Pd       | Universitas PGRI Palembang | 1687       |
| 13<br>9   | NILAI KARAKTER DALAM MENGHADAPI ERA MASYARAKAT EKONOMI ASEAN (MEA)  | Budi Utomo, M.Sc         | Universitas PGRI Palembang | 1707       |
| 14<br>0   | PENGARUH PENGGUNAAN INTERNET SEBAGAI MEDIA PEMBELAJARAN TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS TERPADU/SEJARAH (KRONOLOGI PROKLAMASI KEMERDEKAAN INDONESIA) KELAS VIII DI SMPN 48 PALEMBANG | Hj. Ida Suryani          | Universitas PGRI Palembang | 1727       |
| 14        | ANALISIS SISTEM PENCATATAN  | Asmuni                   | Universitas                | 1737       |

|         |   |                             |                            |      |
|---------|---|-----------------------------|----------------------------|------|
| 1       | JAM KERJA TERHADAP PENGGAJIAN DAN PENGUPAHAN PERUSAHAAN                         |                             | PGRI Palembang             |      |
| 14<br>2 | EVALUASI PERAN PERGURUAN TINGGI DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN (MEA) | Susanti Faipri Selegi, M.Pd | Universitas PGRI Palembang | 1749 |

| <b>BIDANG : PENDIDIKAN OLAHRAGA</b> |  |                        |                            |            |
|-------------------------------------|--|------------------------|----------------------------|------------|
| <b>N o</b>                          | <b>Judul</b>   | <b>Nama</b>            | <b>Instansi</b>            | <b>Hal</b> |
| 14<br>3                             | TINGKAT KETERAMPILAN BERMAIN SEPAKTAKRAW MAHASISWA PENJASKES FKIP UNIVERSITAS SRIWIJAYA  | Iyakrus                | UNSRI                      | 1765       |
| 14<br>4                             | PENGARUH METODE LATIHAN DAN KEKUATAN OTOT LENGAN TERHADAP HASIL KETERAMPILAN <i>SHOOTING</i> SATU TANGAN DI ATAS KEPALA PADA PERMAINAN BOLABASKET DI SMA NEGERI 2 LUBUKLINGGAU   | Nasrullah, M.Pd.       | Universitas PGRI Palembang | 1774       |
| 14<br>5                             | PENERAPAN METODE BERMAIN KREATIF PADA PEMBELAJARAN LOMPAT JAUH DALAM UPAYA PEMBENTUKAN NILAI-NILAI DISIPLIN DAN PERCAYA DIRI PADA SISWA KELAS V A SD NEGERI 20 PAGARALAM         | Mirza Awali, M.Pd.     | Universitas PGRI Palembang | 1790       |
| <b>BIDANG : PENDIDIKAN OLAHRAGA</b> |  |                        |                            |            |
| <b>N o</b>                          | <b>Judul</b>   | <b>Nama</b>            | <b>Instansi</b>            | <b>Hal</b> |
| 14<br>6                             | TINJAUAN PENGETAHUAN KESEHATAN SISWA SEKOLAH MENENGAH ATAS SMA PGRI 2 PALEMBANG  | M. Taheri Akhbar, M.Pd | Universitas PGRI Palembang | 1806       |
| 14<br>7                             | PERMAINAN TRADISIONAL DI DUNIA PENDIDIKAN DAN KEPELATIHAN OLAHRAGA   | Asriansyah, M.Or       | Universitas PGRI Palembang | 1819       |
| 14<br>8                             | PENGARUH GAYA <i>SELF CHECK</i> DAN GAYA <i>CONVERGENT DISCOVERY</i> TERHADAP KETERAMPILAN <i>SMASH</i> BULUTANGKIS (KUASI EKSPERIMEN PADA PEMAIN BULUTANGKIS SMP FRATER PADANG) | Antoni, M.Pd           | Universitas PGRI Palembang | 1832       |
| 14<br>9                             | OLAHRAGA DAN POLITIK   | Muh Akmal Ahny         | Universitas PGRI Palembang | 1847       |
| 15                                  | PENGARUH METODE  | Ilham Arvan Junaidi,   | Universitas                | 1862       |

|         |   |                              |                            |      |
|---------|---|------------------------------|----------------------------|------|
| 0       | PEMBELAJARAN INQUIRY TEACHING DAN PEER TEACHING SERTA MOTIVASI BELAJAR TERHADAP KETERAMPILAN BERMAIN BOLABASKET MAHASIWA PROGRAM STUDI PENDIDIKAN OLAHRAGA UNIVERSITAS PGRI PALEMBANG | M.Pd                         | PGRI Palembang             |      |
| 15<br>1 | PRINSIP DASAR PROGRAM OLAHRAGA KESEHATAN  | Maya Kurnia, M.Or            | Universitas PGRI Palembang | 1877 |
| 15<br>2 | OVERTRAINING DAN RESIKO CIDERA DALAM OLAHRAGA   | Mikkey Anggara Suganda, M.Or | Universitas PGRI Palembang | 1889 |

# USING SUGGESTOPEDIA TECHNIQUE AS AN ALTERNATIVE WAY IN TEACHING READING COMPREHENSION

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## **Abstract**

Getting information through reading activities becomes one of the most important ways. Reading is the most important skill for students to learn, because their success or failure in school or in society depends on their ability to read. Reading involves an interaction between a specific type of text or written material and a reader who has a purpose for reading that is related to the type of text and the context of the reading situation. Understanding reading material needs a specific reading strategy. The strategy should facilitate the comprehension of the students who want to read effectively. One of the techniques which can be used is Suggestopedia. suggestopedia is a teaching technique which is based on a modern understanding of how the human brain works and how we learn most effectively. This technique on reading comprehension is designed to give students the learning environment relaxed, subdued, with low lighting and soft music playing in the background.

**Key words:** reading activities, strategy, suggestopedia technique.

## **Introduction**

The goals of reading are to understand written texts, integrate new ideas, and generalize from what is read. According to Baumel (2005) reading comprehension depends on several interrelated skills: understanding oral language, decoding the printed words, reading fluently, and using strategies to increase comprehension. No matter what your child's age, it's important his skills develop in all areas because significant difficulty in any one of them can cause a breakdown in the whole process of reading.

Getting information through reading activities becomes one of the most important ways. Reading involves an interaction between a specific type of text or written material and a reader who has a purpose for reading that is related to the type of text and the context of the reading situation.

Understanding reading material needs a specific reading strategy. The strategy should facilitate the comprehension of the students who want to read effectively. A student who has determined what he or she expects to gain from his or her reading should select a reading strategy which best suits a particular purpose (Killen, 1998:3).

It is related to what Ruddell (1993:86) states that reading by using an appropriate strategy will improve the student's reading comprehension achievement. Suggestopedia technique on reading comprehension is designed to give students the learning environment relaxed, subdued, with low lighting and soft music playing in the background. Suggestopedia was firstly introduced by Bulgarian psychologist, Lozanov in the late of 70s as the reserves of mind (deprogramming, desuggesting) which is constantly keeping the active love to the human being.

According to Renshaw (2008) suggestopedia is a teaching technique which is based on a modern understanding of how the human brain works and how we learn most effectively. The term "Suggestopedia", derived from *suggestion* and *pedagogy*. Lozanov's method of suggestopedia seeks to help learners eliminate psychological barriers to learning besides reading is to enjoy life and learning for the exam.

Moreover, Lozanov occasionally refers to the importance of experiencing language material in "whole meaningful texts" and notes that the suggestopedic course directs the student not to vocabulary memorization and acquiring habits of speech, but to acts of communication. He recommends that home study of recordings of "whole meaningful texts (not of a fragmentary nature) that are, "above all, interesting." These are listened to "for the sake of the music of the foreign speech".

## **Literature Review**

### **The Concept of Teaching Reading Comprehension**

Reading is the most important skill for students to learn, because their success or failure in school or in society depends on their ability to read. It is related to what Adam (1990) states that reading comprehension is a multifaceted process. A special skill is required to comprehend the text; the students need an awareness of print, which can be obtained through multiple channels to facilitate word recognition. It means that a reader must be able to see a connection of some kinds between what he/she knows (prior knowledge) and what he/she reads in the text or book he/she is reading.

Skilled readers comprehend more successfully than less skilled readers because skilled readers use strategies such as activating background knowledge to comprehend text and draw valid inferences about what they have read. It means that the strategies to build comprehension are very necessary to increase the students' reading comprehension process. A comprehension increases as well as the appreciation for both knowledge and pleasure.

An active process on what they read was required to increase the students' success in reading comprehension. To comprehend the text, the reader must be able to decode words or reorganize words and access text integration process to construct meaning and retain the content

of the words long enough for it to stimulate their stores of related information in their long term memories (Cunningham & Stanovic, 1998).

Adler (2004) states that comprehension strategies are conscious plans — sets of steps that good readers use to make sense of a text. A comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Therefore, Cochran (1993:38) said that comprehension means the process of getting meaning of communication as in a personal letter, speech and sign language. Furthermore, reading comprehension is an active cognitive process of interacting with print and monitoring comprehension to various written symbols with existing knowledge.

Some teachers may assume that reading comprehension will develop naturally without any direct teaching of comprehension (Denton & Fletcher, 2003). This line of reasoning places reading in the same developmental progression as oral language development.

### **Types of Learning and Teaching Activities in Suggestopedia**

In the late 70s, a Bulgarian psychologist by the name of Georgi Lozanov introduced the contention that students naturally set up psychological barriers to learning - based on fears that they will be unable to perform and are limited in terms of their ability to learn. Lozanov believed that learners may have been using only 5 to 10 percent of their mental capacity, and that the brain could process and retain much more material if given optimal conditions for learning.

According to Renshaw (2008) the prime objective of Suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which the students learn to understand and use the target language for communication. The main aim of teaching is not memorization, but the understanding and creative solution of problems.

Four factors considered essential in this process were the provision of a relaxed and comfortable learning environment, the use of soft Baroque music to help increase alpha brain waves and decrease blood pressure and heart rate, "desuggestion" in terms of the psychological barriers learners place on their own learning potential, and "suggestibility" through the encouragement of learners assuming "child-like" and/or new roles and names in the target language.

The types of activities that are more original to Suggestopedia are the listening activities, which concern the text and text vocabulary of each unit. These activities are typically part of the "pre-session phase," which takes place on the first day of a new unit. The students first look at and discuss a new text with the teacher. In the second reading, students relax comfortably in reclining chairs and listen to the teacher read the text in a certain way.

During the third reading the material is acted out by the instructor in a dramatic manner over a background of the special musical form described previously. In this phase, the students lean back in their chairs and breathe deeply and regularly as instructed by the teacher.

### **The Role of a Teacher in Suggestopedia**

The primary role of the teacher is to create situations in which the learner is most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by the learner. According to Kazuhiko Hagiwara of Griffith University a large part of a suggestopedic course depends on the suggestive effect of the teacher's behavior, both verbal and non-verbal. A teacher in a suggestopedic course not only radiates effective suggestive stimuli, but also coordinates environmental suggestive stimuli in a positive way for students to learn. It means that motivation and environmental stimuli take an important role to change the students' mindset on what they are going to have in the teaching and learning process.

One of Suggestopedia's unique is to release learners' minds from the existing framework of the "social-suggestive norms. Learners have commonly set a limit on their abilities by following the guidelines of the suggestive norms which are often considered common sense in a given society. From the negative suggestion in the social-suggestive norms as inhibiting human potential and believes that student's natural potential by replacing existing negative suggestion with positive suggestion. The teacher's role may change the negative students' perceptions into the positive one.

Students volunteer for a suggestopedic course are expected to be committed to the class and its activities. During the learning and teaching process, smoking and drinking are prohibited or discouraged in class and around the school during the course. Learners must not try to figure out, manipulate, or study the material presented but must maintain a pseudo-passive state, in which the material rolls over and through them.

### **The Roles of Instructional Material**

Wen (2007) states that the materials consist of direct support materials, primarily text and tape, and indirect support materials, including classroom fixtures and music. The textbook should have emotional force, literary quality, and interesting characters. The environment comprises the appearance of the classroom (bright and cherry), the furniture (reclining chairs arranged in a circle), and the music (Baroque largo).



## Discussion

### The characteristics of effective reading comprehension instruction

Sung and Hun state that the characteristics of effective reading comprehension instruction are described as follows.

**(1) Effective comprehension instruction requires purposeful and explicit teaching.**

Effective teachers of reading are clear about their purposes. They know what they are trying to help students to achieve and how to accomplish their goal. They provide scaffolding instruction in research-tested strategies (predicting, thinking aloud, attending to text structure, constructing visual representations, generating questions and summarizing). Scaffolding instruction includes explicit explanation and modeling of a strategy, discussion of why and when it is useful, and coaching in how to apply it to novel texts.

**(2) Effective reading instruction requires classroom interactions that support the understanding of specific texts.**

Effective teachers have a repertoire of techniques for enhancing children's comprehension of specific texts, including discussion, writing in response to reading, and multiple encounters with complex texts. They are clear about the purposes of teacher- and student-led discussions of texts, and include a balance of lower and higher-level questions focusing on efferent and aesthetic response. Well-designed writing assignments deepen children's learning from text.

**(3) Effective reading comprehension instruction starts before children read conventionally.**

Children in preschool and kindergarten develop their comprehension skills through experiences that promote oral and written language skills, such as discussions, play activities, retellings, and emergent readings. Early childhood environments can be made literacy-rich through thoughtful inclusion of appropriate materials and practices. Reading and rereading a wide variety of texts contributes to both phonemic awareness and comprehension.

**(4) Effective reading comprehension teaches children the skills and strategies used by expert readers.**

Expert readers are active readers who use text and their own knowledge to build a model of meaning, and then constantly revise that model as new information becomes available. They consider the author's intentions and style when judging a text's validity, and determine the purposes that the text can serve in their lives and how it can further their knowledge, deepen their enjoyment, and expand their ways of examining and communicating with the world. They also vary their reading strategy according to their purpose and the characteristics of the genre, deciding whether to read carefully or impressionistically.

**(5) Effective reading comprehension instruction requires careful analysis of text to determine its appropriateness for particular students and strategies.**

Teachers analyze each text to determine its potential challenges and match it with their goals. They consider conceptual and decoding demands and apply strategies to meet those challenges. Interactions with texts requiring minimal teacher support help hold children accountable as independent readers. Scaffolding experiences ensure that all children are exposed to high-level text and interactions.

**(6) Effective reading comprehension instruction builds on and results in knowledge, vocabulary, and advanced language development.**

Children are better able to comprehend texts when they are taught to make connections between what they know and what they are reading. Good comprehension instruction helps them make these connections more effectively. Vocabulary knowledge is an important part of reading comprehension, and good vocabulary instruction involves children actively in learning word meanings, as well as relating words to contexts and other known words. Teaching about words (including morphology) improves children's comprehension.

**(7) Effective reading comprehension instruction pervades all genres and school subjects.**

Children need to read in a wide variety of genres not only narrative, but informational, procedural, biographical, persuasive, and poetic. They will only learn to do so through experience and instruction. Each school subject requires the ability to read in specific genres; therefore, comprehension should be taught in all subjects.

**(8) Effective reading comprehension instruction actively engages children in text and motivates them to use strategies and skills.**

Effective teachers create an environment in which children are actively involved in the reading process. In such an environment children read more, which in turn improves their comprehension and knowledge. Children need to be motivated to learn and apply skills and strategies during reading.

**(9) Good comprehension instruction requires assessments that inform instruction and monitor student progress.**

The use of multiple assessments provides specific and timely feedback to inform instruction and monitor student progress toward research-based benchmarks. Good assessment identifies students' comprehension levels as they develop from preschool to advanced grade levels, and helps the teacher to evaluate each child's need for support in areas such as language development, strategy, and the application of knowledge. Effective assessment also enables teachers to reliably interpret data and communicate results to students, parents, and colleagues.

**(10) Effective reading comprehension instruction requires continuous teacher learning**

The processes and techniques detailed in the previous nine principles, and ways to use such knowledge to develop the comprehension skills and strategies of all students. Working closely with their peers in school-based or interest-based learning communities, effective teachers learn to use assessment data, reflections on their own practice, and moment-by-moment feedback from children to vary the support they provide to students with different levels of expertise and confidence.

**The Characteristics of the Suggestopedia**

Wen (2007) defines the characteristics of suggestopedia as stimulates the whole person, undoes blocks, goes rapidly forward, gives creative solutions, encourages relaxation, strengthens self-image, talks to all the senses, optimizes learning, propagates talent, enhances learning, dramatizes material, includes pictures, music and movement, addresses the whole person.

Meanwhile, Ludescher (2005) states Baroque music has a specific rhythm and a pattern of 60 beats per minute, and Lozanov believed it creates a level of relaxed concentration that facilitated the intake and retention of huge quantities of material. This increase in learning potential was put down to the increase in alpha brain waves and decrease in blood pressure and heart rate that resulted from listening to Baroque music. Another aspect that differed from other methods to date was the use of soft comfortable chairs and dim lighting in the classroom (other factors believed to create a more relaxed state of mind).

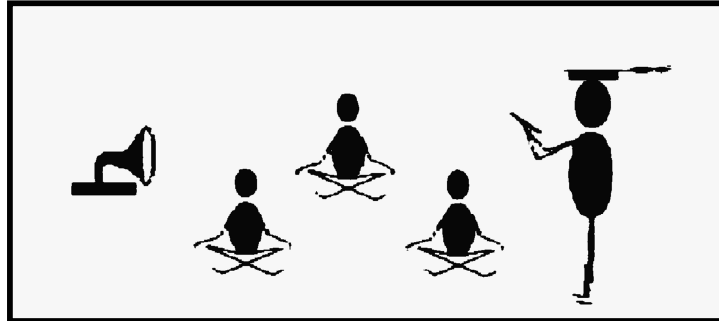
Other characteristics of Suggestopedia were the giving over of complete control and authority to the teacher (who at times can appear to be some kind of instructional hypnotist using this method!) and the encouragement of learners to act as "childishly" as possible, often even assuming names and characters in the target language. All of these principles in combination were seen to make the students "suggestible" (or their fears of language learning "desuggestible"), and therefore able to utilize their maximum mental potential to take in and retain new material.

Moreover, Ludescher (2005) explains about some of the key features of suggestopedia. They are as follows.

- (1) Learning is facilitated in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting.
- (2) "Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.
- (3) The teacher assumes a role of complete authority and control in the classroom.
- (4) Self-perceived and psychological barriers to learners' potential to learn are "desuggested".
- (5) Students are encouraged to be child-like, take "mental trips with the teacher" and assume new roles and names in the target language in order to become more "suggestible".
- (6) Baroque music is played softly in the background to increase mental relaxation and potential to take in and retain new material during the lesson.
- (7) Students work from lengthy dialogs in the target language, with an accompanying translation into the students' native language.
- (8) Errors are tolerated, the emphasis being on content and not structure. Grammar and vocabulary are presented and given treatment from the teacher, but not dwelt on.
- (9) Homework is limited to students re-reading the dialog they are studying - once before they go to sleep at night and once in the morning before they get up.
- (10) Music, drama and "the Arts" are integrated into the learning process as often as possible.

## The Procedure of Suggestopedia

Wen (2007) states that the learning environment of suggestopedia is relaxed, subdued, with low lighting and soft music playing in the background. Suggestopedia frees the reserves of mind (deprogramming, desuggesting) constantly keeping the active love to the human being. The environmental suggestopedia atmosphere is displayed in Figure 1.



**Figure 1:**  
**Suggestopedia Classroom Atmosphere**

According to Elmi (2008), some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, color, music, etc.), a positive expectation of success and the use of a varied range of methods (dramatized texts, music, active participation in songs and games, etc.) The features of the method are described as follows.

1. Classroom set – up. Emphasis is on creating a physical environment that does not “feel” like a normal classroom.
2. Peripheral learning. Students can absorb information effortlessly when is perceived as a part of the environment, rather than the material “to be attended to”.
3. Positive suggestion. Teachers appeal to the conscious and subconscious states of the students in order to better orchestrate the “suggestive” factors involved in the learning situation.
4. Visualization. Students are asked to close their eyes and visualize scenes and events.
5. Role–play. Students take on a new identity and perform a role using the target language.

Furthermore, Elmi (2008) states suggestopedia adopts a carefully structured approach, using these four stages as follows:

1. First concert. The teacher does a slow dramatic reading of the dialog with varying intonation

and in rhythm with classical music.

2. Second concert. Students put aside their script and the teacher reads the dialog naturally while playing Baroque music. This typically ends the class for the day.
3. Primary activation. Students “playfully” reread the target language aloud, as individuals or in groups.
4. Secondary activation. Students engage in various activities designed to help them to learn the material and use it more spontaneously.

In this method, there are no formal evaluations such as tests or exams because any test or quiz would threaten the relaxed environment that the teacher has created. The daily in-class interaction is evaluated and gently corrected when appropriate.

## **Conclusion**

The success of teaching and learning processes involves many aspects. Those aspects are teacher’s teaching strategies, students’ active participation, interesting learning materials and many other factors. The findings of this study encouraged the writer to suggest to the teachers of English to apply many kinds of teaching strategies in helping the students learn English, especially in reading comprehension, since reading is a key of knowledge.

The students are also expected to have motivation especially, intrinsic motivation. Therefore, it is hoped that the students will be more active and creative in a teaching and learning process especially in reading classroom process. As a result, their learning achievement will also be better than before.

The improvement of the students’ learning achievement is not only influenced by teaching strategies. Many other possible factors may also have significant influence on it. One of them is an interesting teaching model with an interactive material. To present an interesting material, a teacher does not only present one topic to be developed into their writing assignment, but also the real atmosphere is truly introduced as their writing topics. Through developing their ideas into a varied teaching media is assumed that the students’ overview on a certain topic can be developed. Therefore further research is also expected to find those factors.

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