

REFERENCES

- Algrni, N. S. (2020). The Effectiveness of Using Multisensory Approach in Enhancing Achievement and Retention of English Vocabulary Amongst Intermediate Female Students with EFL Learning Disabilities. *Journal of Education and Practice*, 11(9), 148–159. <https://doi.org/10.7176/jep/11-9-17>
- Awad, Y. (2022). *Using Multisensory Approach to Develop Primary Stage Pupils' Reading Comprehension*. 813–839.
- Bilikozen, N., & Akyel, A. (2014). EFL reading comprehension, individual differences and text difficulty. *Reading Matrix: An International Online Journal*, 14(2), 263–296.
- Birsh, R, Judith. (2005). *Multisensory Teaching of Basic Language Skills*. Maryland : Paul H Brookes Publishing Co.
- Bok, K. T. (2024). *ISSN : 3612-3171 Research Journal in Education ISSN : 3612-3171*. 8(2), 1–15.
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>
- Celik Korkmaz, S., & Karatepe, C. (2018). The Impact of Multi-Sensory Language Teaching on Young English Learners' Achievement in Reading Skills. *Novitas-ROYAL (Research on Youth and Language)*, 12(2), 80-95.
- Channa, M. A., Nordin, Z. S., Siming, I. A., Chandio, A. A., & Koondher, M. A. (2014). Developing Reading Comprehension through Metacognitive Strategies: A Review of Previous Studies. *English Language Teaching*, 8(8), 181–186. <https://doi.org/10.5539/elt.v8n8p181>
- De Juan, V. M. T. (2015). Multisensory Teaching-Learning Approach in Reading for Pupils at Risk of Dropping Out (PARDO). *University of Bohol Multidisciplinary Research Journal*, 3(1), 48–59. <https://doi.org/10.15631/ubmrj.v3i1.22>
- Erya, W. I., & Pustika, R. (2021). Students' Perception Towards the Use of Webtoon To Improve Reading Comprehension Skill. *Journal of English Language Teaching and Learning*, 2(1), 51–56. <https://doi.org/10.33365/jeltl.v2i1.762>
- Fitri, N., & Zainil, Y. (2018). Journal of English Language Teaching Enhancing College Students' Reading Comprehension Through Critical Reading. *Journal of English Language Teaching*, 7(4), 1–10. <http://ejournal.unp.ac.id/index.php/jelt>

- Gani, S. A., Aziz, Z. A., & Yanti, N. (2017). English Teachers and Autonomous Learning. *English Education Journal*, 8(4), 562-579.
- Ghaleb, N. A., & Majeed, N. T. (2023). The Role of Multisensory Approach in Teaching Writing to EFL Intermediate School students. *Journal of Tikrit University for Humanities*, 30(7, 2), 1–25. <https://doi.org/10.25130/jtuh.30.7.2.2023.22>
- Ghoneim, N. M., & Elghotmy, H. E. (2015). The Effect of a Suggested Multisensory Phonics Program on Developing Kindergarten Pre-service Teachers' EFL Reading Accuracy and Phonemic Awareness. *English Language Teaching*, 8(12), 124. <https://doi.org/10.5539/elt.v8n12p124>
- Hamdy Abd El-Wahab, A., Ahmed Hamdy Hassan El-Marsafy, A., Ahmed El-Embaby, D., & Fathy Abdel Wahab, A. (2018). Utilizing a Strategy Based on the Multisensory Activities for Developing EFL Primary School Pupils' Reading Skills and reading Motivation., 4(1), 591–613. <https://doi.org/10.21608/jsezu.2018.237374>
- Hammayun, S., Albert, A., Qumer, M., Afzal, M., & Ozigi, K. (2022). Preferences for Visual, Auditory and Kinesthetic Learning Styles Among Nursing Students of Lahore, Pakistan. *Gomal Journal of Medical Sciences*, 20(4), 178–183. <https://doi.org/10.46903/gjms/20.04.1058>
- Hazaymeh, W. A., & Khasawneh, M. A. S. (2024). Exploring the Efficacy of Multisensory Techniques in Enhancing Reading Fluency for Dyslexic English Language Learners. *World Journal of English Language*, 15(1), 146. <https://doi.org/10.5430/wjel.v15n1p146>
- Hoisington, B. (2015). Multisensory Activities to Teach Reading Skills. *Minnesota Literacy Council*, 1–24.
- Husni, A., Sunggingwati, D., & Kalukar, V. J. (2024). The Effect of Repeated Reading for Developing Reading Fluency and Reading Comprehension in EFL Students: Pre Experimental Study. *E3L: Journal of English Teaching, Linguistic, and Literature*, 7(2), 128-142.
- Iskandar, M. E., Kusmayadi, Y., & Pramadya, T. P. (2023). *English 2 for Junior High School/Islamic Junior High School Grade VIII*. Bandung: Grafindo Media Pratama.
- Juliana, J., & Anggraini, R. (2024). Metacognitive reading comprehension instructional model on narrative text: A mixed method for enhancing students' comprehension. *REiLA: Journal of Research and Innovation in Language*, 6(1), 59-73.
- Jurban, S. (2012). Using Multi Sensory Approach for Teaching English Skills and

Its Effect on Students '. *European Scientific Journal*, 8(22), 50–61.

Karinena, A. ;, Satria, I., & Putra, P. P. (2023). *Identification of Visual, Auditory, and Kinesthetic Learning Styles in English Class at SMAN 2 Bengkulu City*. 12(December), 61–69.

Kusumarasdyati, K. (2023, March). Reading comprehension in EFL: an overview. In *International Joint Conference on Arts and Humanities 2022 (IJCAH 2022)* (pp. 782-791). Atlantis Press.

Kusumawardana, Z. R., & Akhriyah, S. (2022). Linguistics and English Language Teaching Journal EFL University Students' Metacognitive Awareness of Reading Strategy and Its Correlation with Their Reading Comprehension. *Linguistics and English Language Teaching Journal*, 10(1), 1–15.

Kusumawati, E., Subiyantoro, S., & Rukayah. (2017). the Use of Visualization, Auditory, Kinesthetic (Vak) Model-Based Multimedia for Story Listening Skill on Fifth Graders of Elementary School. *Edutech*, 17(3), 351–365.

Laia, M., Zebua, E. P., Laoli, A., & Daeli, H. (2023). Improving the Students' Ability in Reading Comprehension on Narrative Text through Keyword Method at the Tenth Grade of SMK Negeri 1 Sogae'adu in 2022/2023. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 1611–1618. <https://doi.org/10.62775/edukasia.v4i2.481>

Lestuny, C., & Soumokil, P. (2023). Gamification Concept of Five Senses in Learning Receptive Language Skill in the German Language Education Study Program. *Pattimura Excellence Journal of Language and Culture*, 3(1), 14–22. <https://doi.org/10.30598/pejla.v3.i1.pp14-22>

Lim, W. M. (2024). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*. <https://doi.org/10.1177/14413582241264619>

Manihuruk, D. H. (2020). The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension: A Case Study at the English Education Department of Universitas Kristen Indonesia. *Journal of English Teaching*, 6(1), 86-95.

Mathias, B., Andrä, C., Schwager, A., Macedonia, M., & Von Kriegstein, K. (2022). Twelve-and fourteen-year-old school children differentially benefit from sensorimotor-and multisensory-enriched vocabulary training. *Educational Psychology Review*, 34(3), 1739-1770.

Millenia, R., Apriyanto, A., & Kurniawan, A. (2023). The effect of authentic materials on students' reading comprehension in EFL context. *Wacana: Jurnal Penelitian Bahasa, Sastra, dan Pengajaran*, 21(2), 155–167.

<https://ejournal.unib.ac.id/jwacana/article/view/22865>

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Mohebi, S., Parham, M., Sharifirad, G., & Gharlipour, Z. (2018). *Social Support and Self - Care Behavior Study*. January, 1–6. <https://doi.org/10.4103/jehp.jehp>
- Müller, G., & Lück, M. (2019). Schichtarbeit, die Vereinbarkeit von Arbeit und Privatleben und psychosomatische Beschwerden – Eine Mediationsanalyse auf Basis der BIBB/BAuA-Erwerbstätigenbefragung 2018. *Zeitschrift Für Arbeitswissenschaft*, 73(4), 439–452. <https://doi.org/10.1007/s41449-019-00175-w>
- Nikmah, A. (2020). Improving Student's Reading Comprehension on Narrative Text Through Directed Reading Think Pair Share (TPS) at Madrasa Aliyah. *Journal of English Teaching and Learning Issues*, 3(1), 43-56.
- Nugraha, L. C. (2020). The Analysis of Language Features on Narrative Text Made by Social Tenth Grader at Sman 1 Grogol Kediri. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 2(2), 47-57.
- Nussy, M. R. & Pekpekay, J. L. (2024). *Students' Difficulties in Reading Comprehension*. <https://ojs3.unpatti.ac.id/index.php/matail/article/download/16238/9455>
- Parra G., L. (2021). *the Effects of Multisensory Approach in the Development of the Reading Comprehension Skill*. 65–73. <https://doi.org/10.51508/intcess.202145>
- PISA. (2019). *WHAT STUDENTS KNOW AND CAN DO: Vol. I*. <https://doi.org/10.1787/5f07c754-en>
- Pustika, R., & Wiedarti, P. (2019). the Implementation of Reading Instruction in Efl Classroom. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 5(1), 75. <https://doi.org/10.24252/eternal.v5i1.2019.a7>
- Rahmat, F. (2022). *Exploring Reading Difficulties of Junior High School Students in Indonesia, ExEL*, 3(1), 20–28. <https://skillerindonesia.id/index.php/exel/article/view/200/115>
- Ramirez-Avila, M. R., & Barreiro, J. P. (2021). The effect of summarizing narrative texts to improve reading comprehension. *Journal of Foreign Language Teaching and Learning*, 6(2), 94-110.
- Perdiana. Dede, S. (2022). The Use of Narrative Text on Students' Reading Comprehension Ability. *International Journal of English Linguistics*,

- Literature, and Education (IJELLE)*, 62(2), 2686–5106.
<http://journal.univetbantara.ac.id/index.php/ijelle/index>
- Sarudin, N. A. A., Hashim, H., & Yunus, M. M. (2019). Multi-Sensory Approach: How It Helps in Improving Words Recognition? *Creative Education*, 10(12), 3186–3194. <https://doi.org/10.4236/ce.2019.1012242>
- Setiawan, H. (2023). Enhancing Tenth Graders' Reading Comprehension of Narrative Texts Using SQP2RS. *Didascein: Journal of English Education*, 4(2), 112-118.
- Solichah, N., & Fardana, N. A. (2024). Exploring multisensory programs as early literacy interventions: A scoping review. *International Journal of Evaluation and Research in Education (IJERE)*, 13(5), 3411-3418.
- Syahputri, D. (2019). The Effect of Multisensory Teaching Method on The Students' Reading Achievement. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(1), 124–131. <https://doi.org/10.33258/birle.v2i1.192>
- Syalviana, E. (2019). Metode Multisensori Sebagai Penanganan Kesulitan Membaca Siswa Retardasi Mental. *Al-Maiyyah : Media Transformasi Gender Dalam Paradigma Sosial Keagamaan*, 12(1), 60–70. <https://doi.org/10.35905/almaiyyah.v12i1.674>
- Valizadeh, M. (2021). The Effect of Reading Comprehension Strategies Instruction on EFL Learners' Reading Anxiety Level. *Shanlax International Journal of Education*, 9(S1-May), 53–58. <https://doi.org/10.34293/education.v9is1-may.3999>
- Yang, Y. H., Chu, H. C., & Tseng, W. T. (2021). Text Difficulty in Extensive Reading : Reading Comprehension and Reading Motivation. *Reading in a Foreign Language*, 33(1), 78–102.
- Yılmazlar, H. Ş., & Görgen, İ. (2023). The Effect of Learning Environments Enriched with Multisensory Reading Activities on Reading Comprehension, Reading Comprehension Strategies and Reading Motivation. *Mimbar Sekolah Dasar*, 10(3), 527–546. <https://doi.org/10.53400/mimbar-sd.v10i3.53092>
- Yonata, F. (2018). The effect of applying the talk-to-the text strategy on students' reading comprehension in narrative text. *Philosophica: Jurnal Bahasa, Sastra, dan Budaya*, 1(1), 12-19.
- Yulianawati, I., Nurhadi, K., & Mayasari, A. D. (2022). Elementary students reading engagement: the impact of story-telling in EFL reading comprehension. *Riwayat: Educational Journal of History and Humanities*, 5(1), 159-167.

- Yusuf, F. A. (2023). Total Quality Management (TQM) and Quality of Higher Education: A Meta-Analysis Study. *International Journal of Instruction*, 16(2), 161–178. <https://doi.org/10.29333/iji.2023.16210>
- Zein, T., Sinar, T., Nurlela, N., & Yusuf, M. (2019). The Incomplete linguistic features and schematic structure in EFL university students' narrative texts. *Journal of Education, Teaching and Learning*, 4(1), 203-209.
- Zudianto, H., & Ashadi, A. (2021). Reassessing second language reading comprehension: Insights from the psycholinguistics notion of sentence processing. *EduLite: Journal of English Education, Literature and Culture*, 6(1), 10. <https://doi.org/10.30659/e.6.1.10-27>

