

The Use of Narrative Text on Students' Reading Comprehension Ability

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Received 15 November 2022; accepted 13 December 2022; published 31 December 2022

ABSTRACT

The goals of the study were derived from the research questions to describe the effects of narrative text on students' reading comprehension ability and explore the effectiveness of narrative text on students' reading comprehension. The study used an experimental method in which it was basically a scientific way to obtain data with certain goals and uses. The sample in this study was class VIII SMP Negeri 5 Kota Serang, in total about 29 students from the population of 297 by using random sampling. The t-table value for $df = 29$ is 2.045, as may be inferred from the study and discussion findings. Because the average value of t arithmetic $>$ t table ($8.635 > 2.045$) from the pretest data was 50.00 and the average value of t arithmetic $>$ t table from the posttest data was 80.00. The learning results using narrative text to improve students' reading comprehension were more effective than using conventional approaches, and these data indicate that there was an increase in students' reading comprehension, supporting the study's premise.

KEYWORDS

Narrative text
reading
reading comprehension

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1. Introduction

English as the biggest international language has very influential effects in all aspects in our life, thus, it is considered very crucial to learn that then it is set as an obligatory content, either in formal or informal institution (Arumi et al., 2020). In addition to being a subject area in and of itself, it also provides a channel for students to share their deepest feelings and thoughts in the context of their everyday lives at home and in the classroom. As a result, once students have mastered the language, they should be able to use it effectively and fluently in everyday situations. In addition, language is a means of communication that has been developed by humans (Ramdhan, 2017). To master it, it is necessary to learn its skills, like speaking, listening, writing and reading as well as its components, like pronunciation, grammar, and vocabulary.

Reading is such a kind of language skills that is often considered very important because it serves a purpose beyond merely delivering data, and it also has the potential to deepen one's understanding of the world. According to Pramila and Ahuja, the most valuable skill a person can acquire is the ability to read effectively since it opens up so many doors for you. Another of Burn's views on the significance of fostering competence

in all individuals elaborates that advanced nations must regulate literacy as an absolute capacity (Ambarita et al., 2022).

However, reading comprehension is also often considered to be a difficult reading process that seeks to comprehend a text's concepts, structure, and content as well as its vocabulary and phrases to allow for interaction between the reader and the author (Marginingsih & Halim, 2018). The ability to comprehend what is read, both explicitly and implicitly, refers to the reader's capacity for in-depth knowledge. In other words, reading is a critical and creative reading management process that is done in order to fully comprehend the reading's contents (Nugroho, 2015).

Reading is described as a process where pupils combine information from a text with their prior knowledge to create meaning. The ability to read is a talent that kids already possess, therefore in order to implement their knowledge and cognitive language abilities in action, they can use it to develop this meaning, to construct meaning from a text, readers draw on both the text itself and their own prior knowledge. Students need reading skills in order to construct this meaning, which can be defined as an expertise that students have within themselves in order to apply it in an action as an implementation of their linguistic knowledge and cognitive abilities. (Marince et al., 2019). The ability to understand what is being read, both explicitly and implicitly, and to use that understanding to solve problems requires the reader to draw on their prior knowledge and experience. The best way to improve your reading comprehension is to read in silence (Laily, 2014). To construct meaning from a text, readers draw on both the text itself and their own prior knowledge. Students need reading skills in order to construct this meaning, which can be defined as an expertise that students have within themselves in order to apply it in an action as an implementation of their linguistic knowledge and cognitive abilities.

Having the ability to comprehend what you read requires you to actively engage with the text in order to fully grasp the author's intended meaning. Language symbols are what the author is working with here; these take the form of individual letters, words, sentences, and even entire paragraphs. By the time they figure out what the symbol means, readers will have already inferred the underlying message. When a reader is unable to decipher the symbols it encounters, the hidden meaning underlying those symbols remains hidden (Rahmi & Marnola, 2020)

To function effectively in today's high-tech world, you need to be proficient in reading since that means you can understand the ideas and arguments of others who have put them down on paper. For this reason, literacy is essential to ensuring that people can stay up with the latest technological innovations and advances. Inability to read or write is a major hindrance to success in all aspects of life (Halimah, 2015). Reading is a multifaceted process that includes not only memorization of text but also visual processing, mental arithmetic, processing of language, and awareness of one's own cognitive processes. Words on a page can be understood by learning to read them. Word recognition, literal comprehension, interpretation, critical reading, and imaginative comprehension are all components of the reading process (Susuilo & Garnisya, 2018).

Comprehension of what is read, both explicit and inferred, is referred to as reading comprehension. To put it another way, reading is a process of critical and creative reading management undertaken with the end goal of acquiring an overarching familiarity with the reading's subject matter (Nugroho, 2015). When pupils read, they draw on their own experiences and the text to generate new interpretations. Reading is a talent that students develop in themselves in order to operate as an implementation of their knowledge and cognitive linguistic abilities in order to construct this meaning. (Marince et al., 2019).

In addition, the goal of reading is to decipher and understand the messages linked with linguistic practices. Reading in principle can not be divorced from its language activities. Participants in linguistic interactions may make the distinction between the roles of communication sender and recipient (Nurhadiansyah et al., 2019). From what we can tell, many students still struggle to understand text when they are first learning to read, particularly when it comes to reading comprehension. Difficulty many students still in school have trouble with reading comprehension (Tusfiana & Tryanasari, 2020).

Reading comprehension skills are crucial for a child's development and education. It is intended that through engaging in constructive and beneficial reading activities, kids would be able to take away something meaningful from the texts they read. The ability to read is foundational for pupils' engagement in any and all forms of education (Alpian & Yatri, 2022)

Learning how to read is a crucial step in developing a command of the English language. Reading and listening are receptive language abilities, while speaking and writing are productive. From the perspective of the type of skill required, this ability to read should have been universal (Amalia, 2020). Searching for meaning in the form of written symbols is what we call reading. Reading is a form of reasoning. Educators of the Indonesian language must give reading instruction a high priority in the classroom. When teachers focus on reading, they guide students toward becoming readers who can comprehend what they read (Kurniawati, 2013)

Most notably, the ability to read for someone we ought to be aware of. Reading comprehension skills will always be useful in academic settings. Those in school will relate to this more than anyone. An individual's scholastic prowess, skill set, and general intelligence can all benefit from improved reading comprehension. An individual's capacity for reading comprehension is essential in the contemporary world of school, work, and social interaction. And the reader will benefit as well from an increased capacity for reading comprehension. Therefore, the reader will be exposed to a wider range of data and a greater quantity of data (Pujianti, 2016).

Students' inability to comprehend reading English texts is one of the reasons they struggle to acquire the language. An activity that tries to gain in-depth knowledge and comprehension of what is read is reading comprehension. Understanding the meaning or goal of a reading through writing is called reading comprehension (Pratita, 2017). Because reading involves more than merely looking at printed symbols, it is a difficult ability. A

reader uses a variety of skills to make sense of the information he reads and to make the symbols he sees into symbols that have meaning for him (Aprinawati, 2018).

A narrative is a form of discourse that describes the steps that led to the occurrence of an event. The purpose is to paint a vivid picture for the reader of the various stages, procedures, or steps involved (Kundharu, 2014). Because of the importance of knowing the proper order of events in writing essays, students in grade seven should study narrative texts because of the inclusion of chronological elements in narratives (Rahmadani et al., 2017).

A narrative is a piece of writing that presents an event or series of events that did not actually occur but is the author's creation (Writer). The purpose of every story told in writing is to amuse and engage the reader or listener. In addition to imparting knowledge and encouraging introspection, narratives also seek to spark creativity in their audience. While most narratives are works of fiction, there are also narratives that are non-fictional accounts of actual occurrences. A story is told in narrative writing to amuse the reader. In addition, the purpose of narrative writing is to instill moral principles in its readers. We hope this inspires a transformation in the reader as a potential offender (Pujianti, 2016)

The same basic idea can be defined in a number of different ways, depending on which set of experts you ask. Simply put, narrative is any piece of writing that recounts an event or series of events, whether they actually occurred or not (Tahrin, 2017). A narrative essay is a piece of writing that attempts to imagine, relate, and organize the human activities of a particular event or series of events as they unfold through time. The purpose of a narrative essay is to convey an experience to the reader in such a way that it is as though they are present at the event themselves. (Fitri & Wahyuni, 2018)

The word "narrative" means "a series of events" or "a succession of happenings" in Indonesian. While the word "text" or "text" means writing. A narrative text is a text or story that is made up of a series of interconnected events and is delivered through a combination of written, spoken, and/or moving images. A text or story that describes a sequence of events is a narrative text. which are connected, which are told in order from beginning to conclusion, either orally or in writing, and/or which are accompanied by (moving) pictures that are also told in order (chronologically) (Rosita, 2019). A Narrative Text is one that tells a story or tale, such as a folktale, fable, legend, short fiction, or even a real-life event. There is a crisis or apex of difficulty followed by a successful resolution. (resolution). The primary goal of this piece of writing is to amuse the reader, Any piece of writing that tells a story—be it a fairy tale, an animal tale, a legend, a short story, etc.—is considered a narrative text. There is a crisis or climactic difficulty that is eventually overcome. Amusing the reader is the text's primary goal (Lestyowati, 2019).

When events are arranged in a coherent order and presented in writing, we call this a narrative. That it follows a logical progression rather than being haphazard is what makes it sequential. Time is always involved in a sequence, in some form or another (and usually other arrangements as well). The simplest chronology is a linear progression from the first

to the last event. In some cases, though, the events may be presented out of chronological sequence; for instance, a story may begin with the climax and then flash back to the earlier parts of the plot. (Syahira, 2018).

Given that narrative texts often contain chronology so that students can write essays using the events they are familiar with, narrative texts are one of the most ideal types of texts for class VII students to study (Rahmadani et al., 2017). An event that takes place over a period of time is the primary focus of a narrative essay, which is a type of writing. It can also be stated differently; a narrative essay aims to describe an event that has happened to the reader as vividly as possible (Gorys, 1982). A narrative text is one that tells a tale through a sequence of events, whether the story is told orally or in writing. Stories of many kinds—fictional, nonfictional, based on real events, based on animals, fables, and so on—are commonplace in narrative writing (Ciptaning, 2016).

Once the learning process between teacher and student becomes less challenging, the goal of teaching students to understand the social functions, text structures, and linguistic elements of narrative texts in the form of fairy tales according to the context of their use will be realized. Teachers can assess their students' progress in understanding the book's social function, text structure, and linguistic features by situating the text within its intended context of use. Equally important, students report little trouble with comprehending the material to the best of their abilities.

Previous academics have studied the effects of using narrative texts on students' reading comprehension, and the following is a study linked to this topic. Additionally, this study was carried out by (Ramdhan, 2017) according to the research titled "the effect of vocabulary and grammar management on understanding of reading English narrative texts, and (Utami et al., 2014) according to the research titled "the effect of reader response strategy and students' reading interest toward students' reading comprehension of narrative text at grade X SMA 2 Kota Bengkulu". The difference between the two researchers and the researchers themselves is that no one uses the same methods, (Ramdhan, 2017) by using the questionnaire survey method, then verification of this is provided by the obtained values of Sig. 0.000 0.05 and $F_h = 12,281$. The language and grammar skills of the resource person contributed collectively to 34.3% of the reading comprehension factor in the writing. 2) Vocabulary proficiency is a major factor in how well readers understand narrative texts. The fact that we were able to calculate Sig. 0.010 0.05 and $t_c = 3.349$ demonstrates this. Vocabulary knowledge was found to be a 21.89% booster to narrative reading comprehension. Understanding narrative texts is greatly influenced by the reader's command of grammar. The fact that we were able to calculate Sig. 0.027 0.05 and $t_c = 2.287$ is evidence of this. The resource person's reading comprehension increased by 12.44 percent due to their command of the English language and (Utami et al., 2014) by using 2x2 factorial design method, This study's findings suggest that (1) the Reader Response Strategy is more effective than the commonly utilized Small Group Discussion for teaching reading, and (2) there is no interaction between teaching strategies in improving students' reading comprehension (Reader

Response Strategy and Small Group Discussion). Reading Interest and Group Discussion on Students' Comprehension, Reader Response Strategy instruction improved narrative text comprehension for high-interest readers more than small-group discussion instruction. For compared to the use of small group discussion, the Reader Response Strategy is more effective when teaching children with a high level of interest in reading but a poor level of reading comprehension. It argues that employing narrative text to learn can significantly boost learning outcomes for students. Then the equations of the previous researchers and the researchers themselves are the same as getting positive results in this study.

Although the students' reading ability at SMPN 5 Kota Serang was optimal, researchers felt that their reading comprehension was still lacking. Their difficulty in learning to read was caused by their inability to comprehend the reading's contents and a lack of reading practice, and the teachers' methods for teaching reading were still conventional. In general, the reason researchers use narrative to determine the effectiveness of narrative text is because it is a type of text that is easy to understand. Because they are so simple to understand, fictional or non-fictional themes in narrative texts are predicted to improve students' reading comprehension.

The formulation of the problem in this research are (1) Does the use of narrative text affect students' reading comprehension?. (2) Is the use of narrative text effective for students' reading comprehension?. The goals of the study were derived from the research question describe the effect of using narrative text on students' reading comprehension ability and describe the effectiveness of using narrative text on students' reading comprehension.

2. Method

The study used an experimental method. According to (Sugiyono, 2012) the research method was basically a scientific way to obtain data with certain goals and use. The sample in this study was class examined in VIII SMP Negeri 5 Kota Serang with a total sample of 29 students from a total population of 297, the sampling method in this study was random sampling.

The purpose of this test was to measure comprehension skills. The design used in this research is one group pretest - posttest, namely research activities that give a pretest before being given treatment, after being given treatment then given a posttest. The data to be processed in this study related to numbers that can be calculated mathematically by statistical calculations using SPSS. The research design is as following data below:

Table 1 Design One-Group Pretest-Posttest

Pretest	Treatment	Posttest
O1	X	O2

Description :

O1 : Pretest value before being given treatment

O2 : Posttest value after receiving treatment

X : Treatment by applying the learning process using narrative text

3. Results and Discussion

Based on the study's findings, it was established that using narrative texts effectively might enhance student learning outcomes in the lessons taught in the research sample classes. This was evident from the comparison of the research sample's pretest and posttest findings, as shown in the table below.

Table 2 data score posttest dan pretest

Statistics	Pre-test	Posttest
N	29	29
Mean	50.00	80.00
Std. Deviation	11.650	14.639
Median	50.00	80.00
Range	40	60
Minimum	30	40
Maximum	70	100

Table 3 t-test result

Class	Average	T count	T table	P
Pre-test	50.00	8,635	2,045	0,000
Post-test	80.00	8,635	2,045	0,000

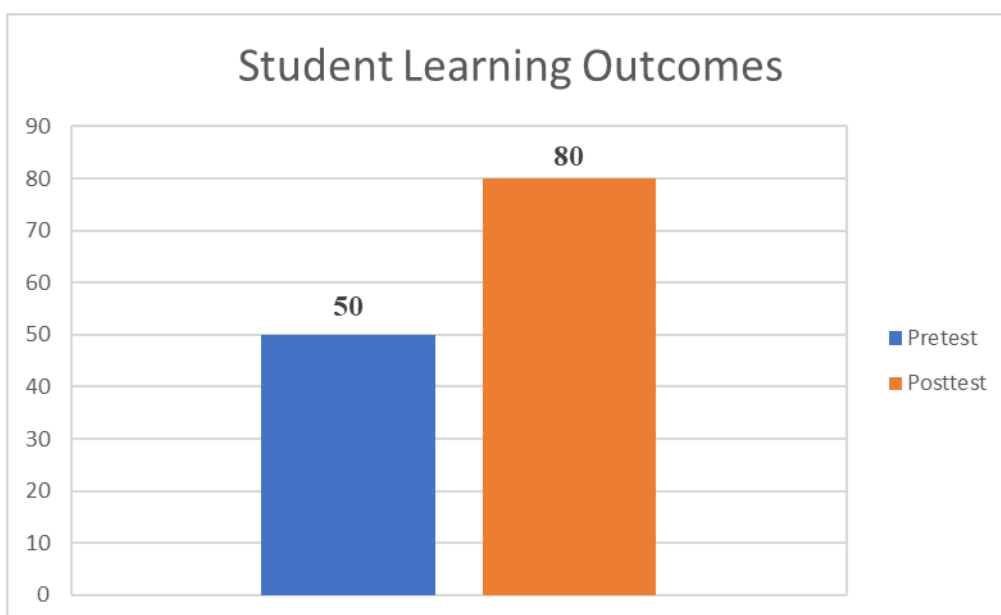
It is examined using a t-test or t-test to determine whether there is an improvement in students' reading comprehension skills when they are reading narrative text. The study can be deemed significant if the t-count value $>$ t-table and at a significant level of 5%. With $df=29$, the t-table value is 2.045. Because the pretest data's average value of 50.00 and the posttest data's average value of 80.00 for the value of t arithmetic $>$ t table ($8.635 > 2.045$) indicate an improvement in students' reading comprehension, the study's hypothesis can be accepted.

After receiving treatment using narrative text, the posttest value was greater than the pretest score. Students are more engaged and find it easier to absorb the topic when learning media are used during the learning process. Since narrative texts are one sort of

text that explain events chronologically or in connection, the teacher in this instance is merely imparting knowledge while encouraging pupils to develop their own knowledge through independent thought.

Using narrative text improves learning outcomes because it exposes pupils to different ways of learning. The graph below illustrates the growth in the average value of the pre-test and post-test findings, which reveals that the students' or research samples' value has increased by 30.00, going from an average pre-test value of 50.00 to 80.00 in the post-test average value.

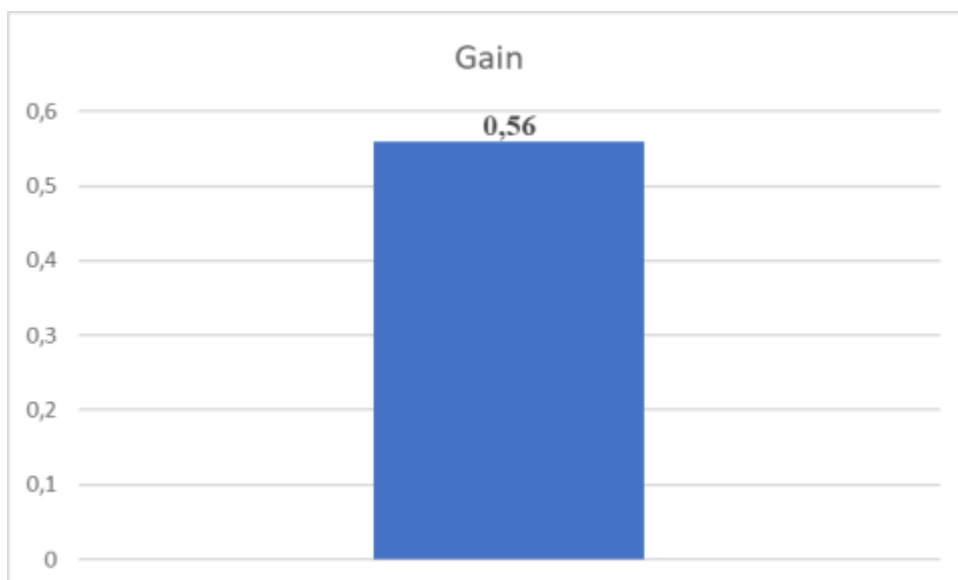
Picture 1 learning outcomes graph



The graph above demonstrates that using narrative text to increase students' reading comprehension is more effective than using traditional learning models because the posttest value is higher than the pretest.

As can be seen from the graph below, the gain test resulted in a value of 0.56.

Picture 2 n-gain score



Picture 3 interpretation n-gain

Prosentase	Tafsiran
< 40	Tidak Efektif
40 – 55	Kurang Efektif
56 – 75	Cukup Efektif
> 76	Efektif

(Rahma, 2020)

The average research sample size has grown by a category medium, as seen by the gain value graph above. As a result of students' varied capacities for absorbing information, some of them may struggle to make sense of the concepts introduced in a narrative text during the course of their education. This is in line with the principle of Individualized Instruction, which holds that every child has unique strengths, weaknesses, interests, and rates of learning. (Suryosubroto, 2009). Here, we see a disparity between how well various age groups can grasp the concepts presented in stories.

This demonstrates that students' understanding can be improved by presenting material in a more clear and realistic manner. Consequently, students have an easier time grasping the concepts being presented to them. Better learning outcomes are expected from instruction delivered in a measurable style. As a result, students' comprehension and reading comprehension grow in a real way when they use narrative texts. Reading comprehension instruction in English through narrative text demonstrates improved student performance compared to no instruction. The students benefited more from the realistic literature, as evidenced by a difference in mean test scores between the two groups after instruction.

Researchers found statistically significant improvements in the studied groups based on their analyses and findings. The results of this study indicate that teaching reading via narrative text improves students' comprehension at SMPN 5 in Kota Serang. Thus, the alternative hypothesis (H_a) that posits that "there is an effect on students' comprehension of narrative texts at SMP Negeri 5 Kota Serang" is accepted. Meaning that narrative text has an effect on students' comprehension of reading at SMP Negeri 5 Kota Serang. A significant increase in students' English language proficiency is reflected in an increase in average values of more than 30,00 with a corresponding increase in percentage of more than 60%.

In addition to the claims that narrative texts are more effective, studies by (Ramdhan, 2017) according to the research titled "the effect of vocabulary and grammar management on understanding of reading english narrative texts" This study's findings suggest that 1) Vocabulary and grammar skills, when combined, have a substantial impact on reading comprehension of narrative texts. Verification of this is provided by the obtained values of Sig. 0.000 0.05 and $F_h = 12,281$. The language and grammar skills of

the resource person contributed collectively to 34.3% of the reading comprehension factor in the writing. 2) Vocabulary proficiency is a major factor in how well readers understand narrative texts. The fact that we were able to calculate Sig. 0.010 0.05 and $t_c = 3.349$ demonstrates this. Vocabulary knowledge was found to be a 21.89% booster to narrative reading comprehension. Understanding narrative texts is greatly influenced by the reader's command of grammar. The fact that we were able to calculate Sig. 0.027 0.05 and $t_c = 2.287$ is evidence of this. The resource person's reading comprehension increased by 12.44 percent due to their command of the English language. And (Utami et al., 2014) according to the research titled "the effect of reader response strategy and students' reading interest toward students' reading comprehension of narrative text at grade x Sma Negeri 2 Kota Bengkulu" This study's findings suggest that (1) the Reader Response Strategy is more effective than the commonly utilized Small Group Discussion for teaching reading, and (2) there is no interaction between teaching strategies in improving students' reading comprehension (Reader Response Strategy and Small Group Discussion). Reading Interest and Group Discussion on Students' Comprehension, Reader Response Strategy instruction improved narrative text comprehension for high-interest readers more than small-group discussion instruction. For compared to the use of small group discussion, the Reader Response Strategy is more effective when teaching children with a high level of interest in reading but a poor level of reading comprehension. It argues that employing narrative text to learn can significantly boost learning outcomes for students. Thus, it can be concluded that the findings of the studies done by (Ramdhan, 2017) and (Utami et al., 2014)

4. Conclusion

The t-table value for $df = 29$ is 2.045, as may be inferred from the study and discussion findings. Because the average value of t arithmetic $>$ t table ($8.635 > 2.045$) from the pretest data is 50.00 and the average value of t arithmetic $>$ t table from the posttest data is 80.00. the learning results using narrative text to improve students' reading comprehension are more effective than using conventional approaches, and these data indicate that there is an increase in students' reading comprehension, supporting the study's premise. It has been determined via study and discourse that narrative literature is ideally suited for the purpose of enhancing pupils' reading comprehension. Students' reading comprehension and academic performance can benefit greatly from exposure to narrative text. VIII SMP Negeri 5 Kota Serang.

Some recommendations make use of the aforementioned findings in various ways. First, the researcher recommends that all English teachers be able to locate and choose the correct approach or strategy in teaching English to students in order to improve students' reading comprehension and make the teaching and learning process more fun and well captured. junior high school pupils Reading comprehension is boosted by descriptive writing. The second piece of advice is to conduct more studies. Specifically, the participants were students in middle school. So, it's possible to study the impact of descriptive text on students' comprehension at various academic levels.

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