

The Effect of Pre-Reading, During Reading, and Post Reading Activities to Monitor Students' Comprehension in Reading Narrative Text

Nadirah Julia Ulfah Tanjung¹

Department of English Education, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 20371, MEDAN
nadirahanjung14@gmail.com²

Yani Lubis²

²Department of English Education, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 20371, MEDAN
yanilubis@uinsu.ac.id²

Ernita Daulay³

Department of English Education, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 20371, MEDAN
email: ernitadaulay@uinsu.ac.id³

Abstract

This study was conducted to investigate the effect of Pre-Reading, During Reading, and Post Reading activities to monitor students' comprehension in reading narrative text. It was conducted in experimental research design. The population of this study was the 8th grade students of MTsS Taman Pendidikan Islam, Medan. The research methodology using in this study was quasi experimental method which consisted of two parallel classes. Both classes were divided into experimental group which was taught by applying Pre-Reading, During Reading, and Post Reading activities, and control group which was taught without applying Pre-Reading, During Reading, and Post Reading activities. The sample was taken Total Sampling. The instrument used to collect the data was multiple choice test. The data were analysed by Mann Whitney U-test. The analysis shows that the significant value of post-test scores in experimental class was 0,013. Which means the significance value is lower than 5% (0,05). The findings indicate that the results of reading comprehension for the students in the experimental class are develop through implementing the Pre-Reading, During Reading, and Post Reading activities. In other words, it can be proved that applying Pre-Reading, During Reading, and Post Reading activities had a significant effect on students' reading comprehension achievement in narrative text.

Keywords: Pre-Reading, During Reading, and Post Reading Activities, Narrative Text

Introduction

Reading as one skill in English becomes important for students to comprehend some kinds of text which are learned at school. It is because we get a lot of knowledge, information, enjoyment, even problem solution through reading. Furthermore, reading will allow someone to travel from the comfort of her/his home, to learn, to understand, to escape, to dream, to question, and the most importantly for students is to think.

Joey M. Villanueva (2022:2) asserts the definition of reading, “Reading is an activity that encourages someone to comprehend what she/he read which are influenced by her/his attitudes, knowledge, and past experience”. It means that reading is a thinking process and more than producing the words. It is because reading includes the integration between skills and processes, so it can be an accumulation result of process.

Reid Smith, et al. (2021:219) also asserts the definition of reading, “Reading is a many-sided, very complex activity. It has been variously described as a process, a mode of thinking, a kind of real experience, a type of vicarious experiencing, an aspect of communication, and a tool subject.” It means that to complete the process of understanding, reading must be viewed from every angle. In other words, reading involves brain to work, therefore in reading is needed full attention to comprehend the content.

In addition, Banni S. Andoko, et al. (2020:1) asserts the definition of reading, “Reading is one of the important activities to obtain knowledge or information. In other words, reading is one of the gateways of knowledge. It is an active and fluent process involving the readers and the reading materials building meaning. It is also noticed as an active task where readers are making selection from a range of words, derive from the text and the situational context that are constructing a model of meaning that reflects, more or less the same, the meaning designated by the writer.” From the statement, we can understand that reading as an activity to get meaning and also how is used to recognize and understand the printed of words or symbols. Therefore, the reader can understand the meaning of passage also catch the meaning of text.

Based on the above definitions, it can be understood that reading as an active process of getting meaning. It is because through reading, we will be looking at the series of written symbols then getting meaning from them. And the series of the written symbols are arranged in a text as a tool for students to read and get some information.

In Junior High School, students learn several kinds of text, such as narrative text, descriptive text, recount text, procedural text, etc. Narrative text is one of texts which are

thought in Junior High School. According to Gasser Luciano, Dammert Yvonne, and Murphy Karen (2022:7), a narrative text is the texts that are structured around human goals and emphasize psychological experiences, social relationships, and social interactions. It means that, narrative text is a story tells that entertains the reader through something interesting. Here, we can use narrative when we want to talk about our experienced of something for the audience (reader).

In teaching reading narrative text, there are many problems that occur to students, especially for the eighth-grade students at MTsS Taman Pendidikan Islam, Medan. The problems are: (1) The students do not involve actively in reading activity, (2) The students had lack of understanding vocabularies, (3) The students are not able to answer the questions about the text correctly, (4) The students were difficult for understanding the generic structure and language features in narrative text, and (5) The students did not capable to determine the main ideas in narrative text.

Regarding to the problems, the English teacher should implement the appropriate activities that can help students comprehend what a message includes in a narrative text. Learning activities choosing by the English teacher will help them in delivery of knowledge to development students learning skills. Therefore, learning activities should design by the English teacher so that the learning leads to the achievement of the course and program outcomes. According to Andreas Lachner, et al. (2021:18) in designing learning activities, the English teacher having to teach the learning materials to the students that encourage them to improve their learning and help them make the most out of a later teaching activity. It means that, through learning activities choosing by the English teacher, students will be able to development the meaning related to what they learn.

According to the previous study conducted by Nurdina (2018) with the title: “*The Effect of Before, During, and After Reading (BDA) Strategy on Students’ Reading Comprehension Achievement in Narrative Text*”, indicated that Pre-Reading, During Reading and Post Reading activities had a significant effect on students’ reading comprehension achievement in narrative text. In Pre-Reading activity, the English teacher explained about the aims to learn narrative text, also what is the important things included in, so the students look over what they will read before actually reading. After that, in During Reading activity, the English teacher ask students to read narrative text individually through paying attention to the important things include in. Here the students will take some information from what they have read. Last, in Post Reading activity, the English teacher drop up some questions which students must answering based on what they have got during reading. Here, the English

teacher can divide student into some groups, after that the students must presented their own perspective refers to answering the questions from the teacher.

Through implement Pre-Reading, During Reading and Post Reading activities, it can help the English teacher to monitor students' comprehension in reading narrative text. It is because those activities will help the students to comprehend the narrative text easily. Specifically, through those activities it will activate their knowledge that it may take advantage for them to comprehend the text better.

Therefore, this research is continued with the aim of knowing whether the Pre-Reading, During Reading, and Post Reading activities can be implemented in helping students' comprehension in reading narrative text. In addition, the researcher can also sort out the shortcomings are encountered in implementing these activities. Vice versa, if this research is not continued, we do not know what improvements need to be completed, through implemented the Pre-Reading, During Reading, and Post Reading activities that can improved students' reading comprehension, especially in reading narrative text.

Based on the above statements, the researcher is interest in choosing the title: "The Effect of Pre-Reading, During Reading, and Post Reading activities to Monitor Students' Comprehension in Reading Narrative Text".

Literature Review

The Definition of Reading Comprehension

Limei Zhang (2018:11) defined reading comprehension as: "Reading a text with full understanding draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identification skills". It means that, in order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine sequential units of meaning into a coherent message.

Comprehension is one of the goals is reading process in order the readers are able to transfer the knowledge and information of the text (Elise Swart and Maria Jong, 2021:6). In this term, reading comprehension is the process of constructing meaning from text (Muhammad Qureshi and Ahmad Aljanadbah, 2021:3). The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. In addition, reading comprehension understands a written text which means extracting the required information from it as efficiently as possible (Selma Babayigit, et al., 2022:2). Therefore, reading and comprehension are two things that cannot be separated.

The Definition of Narrative Text

Narrative text is one of famous type of any text. Narrative text is usually written about the past experience in life (Raymond Mar, et al., 2021:733). The narrative design (narrative structure), is of first and final importance to any work of fiction. In that structure, we will find element of story; characterization, point of view, theme and plot (Wienke Wannagat, Gesine Waizenegger, and Gerhild Nieding, 2021:300).

Narrative text is written based on life experiences (Maritha Johansson, 2022:2). One interesting feature of narrative text in particular is that they appear to include visualization in the reader as part of the reading process—readers report seeing scenes in their head when they read such text (Annika Schwabe, et al., 2022:2). What is the interesting about this process is that different readers are likely to visualize different scenes, depending upon their prior experiences and expectation (Lottie Stipdonk, et al., 2020:1123).

From all of the statements above we can conclude that narrative text is quite important for students. There are some reasons to support this statement. First of all, narrative text present story in vicarious ways, many teachers and students argue that teaching and learning process will be interesting and fun if narrative text is involved (Benedikt Seger, Wienke Wannagat, and Gerhild Nieding, 2021:1416).

The Generic Structure of Narrative Text

When we read the text, we can decide it is narrative text as we find generic structure in the text as follow: (1) Orientation. It is the part of the story where tells about who is in the story, when it is happening, where it is happening and what is going on. (2) Complication. It is the part of the story where the problems in the story developed. (3) Resolution. It is the part where the participant solves the problem aroused by the conflict. It shows the situation which the problems have been resolved. It is not matter whether the participants succeed or fail. The point is language becomes ended.

The Language Feature of Narrative Text

The common grammatical of grammatical features of narrative: (1) Nouns which could help the reader to identify the specific characters and places in the story that they read. (2) Adjective that gives descriptions about the characters and setting in the story. (3) Verbs that identify the actions that occur in the story. (4) Time words that related with events show the time or when the events occurred.

The Definition of Pre-Reading, During Reading, and Post Reading Activities

Pre-Reading, During Reading, and Post Reading activity is an activity which aims at promoting reading comprehension. It is a remodeled reading activity which is based on K-W-L and some of its variations (Agus Sholeh, Novita Rosalina, and Riza Weganofa, 2020:31). In this case, it encourages students to activate their prior knowledge by listing what they know about the topic of the text before reading, take note during reading, and summarize after reading.

In pre-reading, students are prepared for reading by activating their prior knowledge about the topic features in the text. During reading, students are facilitated to promote and to monitor their comprehension on the text by making connections, generating questions, and determining important information. And in post reading, students integrate their background knowledge to the new information they get from the text, then it helps students to frame it in some ways to their lives as well (make real life connections). Pre-Reading, During Reading, and Post Reading activities requires context clues, reading prediction, slow-paced reading, and reflection about the text. This activity is versatile and can be used in any reading forms as well as any genre of text. It also can be used as an assignment or a student study aid.

The Procedure of Pre-Reading, During Reading, and Post Reading Activities

The procedure of Pre-Reading, During Reading, and Post Reading activities as follows:

1. Students begin by brainstorming and listing on the Pre-Reading, During Reading, and Post Reading worksheet, everything they know about a topic before reading. This step can be done individually, with partners, in small group, or the whole class can participate at once. However, it is important as a group before moving on the next step.
2. While students are reading the selection, they write brief notes on the new information they find. This also can be done individually, with partners, or in small groups, depending on the class dynamics and objectives. When students locate information in the text that agrees with the statement they write to those statements, to indicate their background knowledge is correct.
3. After reading, students briefly summarize the new information they have learned and write several questions to challenge their peers to answer those questions should be phrased, thus only readers who comprehend the text can answer the questions.

4. The teacher leads discussion to discuss and check students' work while listing information of their background knowledge on the column 'before' statement and to share and answer questions students have written.
5. Lastly, students write a main idea statement, either as an individual, with small groups or as a whole class. The teacher may need to clarify the difference between a summary and a main idea of the statement.

Methods

In this research the researcher used quantitative through quasi experimental design. According to Muri Yusuf (2017:43) quantitative research method is a method for testing certain theories by examining the relationship between variables. These variables are measured so that the data consists of numbers figures can be analyzed based on statistical procedures. In other words, Agung Widhi Kurniawan (2016:35) also stated that quantitative research is the technique of the data collected in the form of numerical data or other types of data that can be quantified and processed with the use of statistics technique. Therefore, this research used experimental research; because researcher will be finding out the effect of applying Pre-Reading, During Reading, and Post Reading activities on students' comprehension in reading narrative text.

In this research design, there are two classes used. There are the experimental class (will be taught by applying Pre-Reading, During Reading, and Post Reading activities) and the control class (not applying Pre-Reading, During Reading, and Post Reading activities). In conducting the experimental research, the researcher used quasi-experimental design. According to Sugiyono (2013:77) the quasi-experimental research has a control group design, but it cannot function fully to control the external variables that influence the implementation of the experiment. This design chosen to know the effectiveness of Pre-During-Post Reading activities to teach reading comprehension.

Results and Discussions

The researcher notes some important information that can support this research. Based on the analysis, there was significant effect of Pre-Reading, During Reading, and Post Reading activities on students' reading comprehension of narrative text at eighth grade of MTsS Taman Pendidikan Islam, Medan in the academic year 2021/2022. It was proven on the result or score in experimental class who were taught using the Pre-During-Post reading

activities is higher than control class who were taught without using Pre-During-Post reading activities.

The general procedure that is used for implemented Pre-Reading, During Reading, and Post Reading activities are: (1) Students begin by brainstorming and listing on the Pre-During-Post Reading worksheet, everything they know about a topic before reading, (2) While students are reading the selection, they write brief notes on the new information they find, (3) After reading, students briefly summarize the new information they have learned, (4) Students write several questions to challenge their peers to answer, (5) Teacher leads discussion to discuss and check students' work, and (6) Lastly, students write a main idea statement, either as an individual, with small groups or as a whole class.

Table 1. Mean, Median and Mode of Students Score in Post-Test

		Statistics	
		Post_Experimental	Post_Control
N	Valid	32	32
	Missing	0	0
Mean		76,50	69,50
Median		76,00	68,00
Mode		76 ^a	76

a. Multiple modes exist. The smallest value is shown

Through implementing the above procedures properly, the experimental class gets the higher score when compared to the control class. It can be seen from the table 1 above which presented the description of post-test score from both of classes (experimental and control). The table obtained the mean score of post-tests from experimental class was 76,50 with the lowest score was 52 and the higher was 92. While the mean score of post-tests from control class was 69,50 with the lowest score 44 and the higher was 84. It means that students reading comprehension was good when get the treatment of Pre-Reading, During Reading, and Post Reading activities.

Table 2. Test of Normality (Pre-Test)

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	Control_Class	,180	32	,010	,942	32	,087
	Experimental_Class	,174	32	,015	,930	32	,039

a. Lilliefors Significance Correction

Table 3. Test of Normality (Post-Test)

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Post-Test	Control_Class	,198	32	,003	,918	32	,019
	Experimental_Class	,202	32	,002	,907	32	,010

a. Lilliefors Significance Correction

Further, the researcher also did the normality test and homogeneity test in order to find out whether the data of this research is distributed normally and homogeneous. Based on the table 2 and 3, both of the data (pre-test and post-test) is not normally distributed. It showed that the significant value is lower than the level of α (0,05).

Table 4. Test of Homogeneity (Pre-Test)**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	,011	1	62	,915
	Based on Median	,000	1	62	1,000
	Based on Median and with adjusted df	,000	1	61,924	1,000
	Based on trimmed mean	,005	1	62	,944

Table 5. Test of Homogeneity (Post-Test)**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	,080	1	62	,779
	Based on Median	,085	1	62	,771
	Based on Median and with adjusted df	,085	1	61,062	,771
	Based on trimmed mean	,093	1	62	,761

According to the table 4 and 5, both of the data (pre-test and post-test) have the same variance and homogeneous. It can be seen from the significance value of pre-test in experimental and control class was 0,915. And the significance value of post-test in experimental and control class was 0,779. Which means, $0,915 > 0,05$ and $0,779 > 0,05$.

Table 6. Result of Mann Whitney U-Test from Post-Test Score of Experimental and Control Class
Test Statistics^a

	Post-Test
Mann-Whitney U	330,500
Wilcoxon W	858,500
Z	-2,494
Asymp. Sig. (2-tailed)	,013

a. Grouping Variable: Class

After getting the result of normality test and homogeneity test, in testing the hypothesis, the researcher used Mann Whitney U-test. It is because; the Mann Whitney U-test is used to compare differences between two dependent groups when the dependent variable is either ordinal or continuous, but not normally distributed. Based on the table 6, the Sig. (2-tailed) value of post-test from both of classes (experimental and control) is 0,013. Which means, the significance value is lower (<) than 0,05 (H_a is accepted).

The results of this study are similar with the previous study conducted by Siti Masitoh (2016) with the results of her research: “There is a significant effect of before, during and after (BDA) technique on students’ achievement in reading text at the seventh grade of MTs Al-Wasliyah Ismailiyah Medan in 2015/2016 academic year”. Not only that, Nurdina (2018) also stated: “Applying BDA strategy had a significant effect on students’ reading comprehension achievement in narrative text”.

Based on the statements above, there were some reasons why Pre-Reading, During Reading, and Post Reading activities gave significant effect on students’ reading achievement in experimental class. First, the students in experimental class begin by brainstorming and listing on the Pre-During-Post Reading worksheet, everything they know about a topic before reading, which actively involved them in analysis what they read. Second, the students in the experimental class are asked to discuss what the new information they got, so they will be more active in reading. While the students in control class that only get conventional (lecturing) method which is usually used by the teacher were not significantly improved.

In addition, Pre-Reading, During Reading, and Post Reading activities can be mentioned as an effective learning technique. It is because; the Pre-Reading, During Reading, and Post Reading activities can enhance students’ ability in reading narrative text. Through implemented those activities, the students are able to understand what the main idea, generic structure and language features are. It proves from the increase in students’ understanding of the main idea, generic structure and language features in narrative text.

Moreover, before the Pre-Reading, During Reading, and Post Reading activities (the treatment in experimental class) were conducted in class, the atmosphere of classroom is passive during the lesson. The students feel uninteresting when they are in process learning. It is because the teacher just asked the students to read the text every meeting, identifying the difficult words, translating the words and look up the dictionary if they do not know the meaning. But, the atmosphere of classroom was changed during treatment; the students felt that they had new innovation when they learn English by implementing Pre-Reading, During Reading, and Post Reading activities.

Furthermore, Pre-Reading, During Reading, and Post Reading activities can develop student approaches so that they become interactive. The recruitment of short responses made students think and fun. When students were taught narrative text with Pre-During-Post Reading activities, they got an increase even though the increase for the experimental class was higher than the control class.

In other word, the students can comprehend a text clearly because they can read the important information, they got by implemented the Pre-During-Post Reading activities. The researcher also conducted that Pre-Reading, During Reading, and Post Reading activities can help the teacher and the eighth grade of students at MTsS Taman Pendidikan Islam, Medan in increasing reading comprehension. From the researcher experienced in teaching and learning process which has conducted in experimental class, every student has their own role of questioning, clarifying, and predicting, the teacher gave the students a text, and they have to analyze the text well. The researcher observed the students' performance. All of the students followed the process well. It means, they were responsible in mastery their material and they were capable of sharing and explaining their materials to the students in their group. While, in order to avoid the students' mistake in interpreted the meaning of the text that was given by the teacher, a teacher demanded to be a critical partner in learning and providing correcting feedback.

The results of the test showed that students' score who taught by implementing Pre-Reading, During Reading, and Post Reading activities in experimental class improved, which is the result of post-test in control class are lower than the result of post-test in experimental class. Most of the students in both of class get better score than their own test in pre-test. Some students scored better, although they still had some incorrect in the main idea of the text.

As the conclusion, the students' reading comprehension is better than before given treatment where it can be seen amount of pre-test and post-test in experimental class. That

means that there was significant effect of Pre-Reading, During Reading, and Post Reading activities on students' reading comprehension at MTsS Taman Pendidikan Islam, Medan. It can be concluded that H_a is accepted and H_0 is rejected. The finding of this research proved that there is a significant effect of implementing Pre-Reading, During Reading, and Post Reading activities on students' comprehension in reading narrative text of eighth grade students at MTsS Taman Pendidikan Islam, Medan.

Conclusion

The student problem in comprehension reading text is caused by lack of knowledge of the text. It was because they do not have background knowledge of the text. Thus, the teacher does not attract the student's interest in reading, the researcher applied Pre-During-Post reading activities in teaching reading comprehension. The Pre-During-Post reading activities gave many chances to the students prepare themselves before reading text. Based on the research carried out in MTsS Taman Pendidikan Islam, Medan 2021/2022, it concluded that Pre-Reading, During Reading, and Post Reading activities is affective to enhance to learners reading skill.

Implementing Pre-Reading, During Reading, and Post Reading activities has a great and positives influence in teaching reading. The students who are taught by using Pre-Reading, During Reading, and Post Reading activities have the higher score than the students who are taught without Pre-Reading, During Reading, and Post Reading activities.

Based on the learning procedure, the researcher asks the students to read in pairs, the students take turns reading the text continuously, and then students who do not understand the meaning of the vocabulary can ask the teacher. Pre-Reading, During Reading, and Post Reading activities can improve students reading comprehension in MTsS Taman Pendidikan Islam, Medan. Based on the experiment, it was known that there is significant difference between the score of students who are taught using Pre-Reading, During Reading, and Post Reading activities.

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