

THE USE OF THE LION KING MOVIE TO IMPROVE READING COMPREHENSION ON NARRATIVE TEXT: AN EXPERIMENTAL STUDY

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Abstract:

This research was aimed to enhance the students' reading comprehension narrative text using The Lion King Movie as alternative media in learning process. Thus research answered three questions (1) to find out the students' ability in comprehending reading narrative text when they are taught before using Lion King Movie. (2) To find out the students' ability in comprehending reading narrative text when they are taught after using Lion King Movie? (3) To find out the significant difference in students' skills in comprehending narrative text before and after being taught using Lion King Movie? Researcher used The Lion King Movie as alternative media in teaching Narrative text. The research design of this research was quantitative research design, pre-experimental research design. It was conducted in the form of one group pre-test and post-test design. Moreover, in this research, researcher was put one group and given the pre-test and post-test for getting the result and measured the data used SPSS program for analyzing data.

The enhancement of the study was showed when the researcher conducted post-test after treatment by using The Lion King Movie. The result of t-test was 6.924, if the T-test is compared to T-table with the degree of freedom 31 as stated hypothesis testing; the T-test 6.924 is higher than the T-table 2.040. Therefore, based on the hypothesis testing, H_a is accepted and H_o is rejected, the theory is verified. It means that there was significant different between score of pre-test and post-test. It can be concluded that the students get good achievement in comprehending narrative text after they were taught by using the

Lion King movie. The students' ability in reading comprehending narrative text were getting improvement significantly, so teaching reading comprehension by using The Lion King Movie as alternative media is effective. The students more enthusiasm and more interested in the teaching learning process using animation movie. From animation movie students get new vocabularies, ideas, and can easily understand about the story an arrange the event story in reading narrative text.

Keywords: *The Lion King Movie, Narrative Text, Reading Comprehension*

1. Introduction

Teaching and learning process is one of activities that will help students to develop their capability in academic field. Nowadays, the development of students' capability really meets with the globalization growth. Globalization and technology cannot be separated each other. The rapid development of technology gives many positive impacts in human's life. One of them is in education field. Technology brings fresh air for teaching and learning process (Sani, 2016).

Moreover, when integrating between technology and curriculum, it will support teaching and learning process such as language learning process. According to Bull and Ma (2001), technology provides unlimited access and resource to language learners. Furthermore, Clements and Sarama (2003) highlighted that the use of suitable technological learning media will improve language cooperative learning.

Language is one of important elements for communication across the nation. English becomes tools for it. Although there are many international languages used, English still becomes the most popular one. Recognizing this condition, Indonesia government has regulated English curriculum for the students since they do not only need science and social knowledge, but also they need language knowledge for delivering their ideas and perspective related to science and social knowledge (Ahmadi, 2018).

As the language learner, it is such a must for comprehending all the four basic language skills, namely listening, speaking, reading, and writing. They all should be integrated each other. In learning process, before producing production skills in the form of text and speech, first students have to learn receptive skills. Listening and reading are the receptive skills. By reading more, someone can write a text, by listening more, he can produce speech. Without reading something, he will get difficulties in writing something. Moreover, without listening, he will not be able to pronounce words well and correctly (Taj et al, 2017).

Furthermore, for getting information from written sources, reading skill becomes so important to be mastered. It will help them to develop their other skills which have acquired in the classroom. For students, reading becomes one of the primary resource to get information. They have to understand what they read.

Teaching reading in senior high school has its own challenges nowadays. There are some text genres that should be taught, namely descriptive, recount, report, procedure, narrative, and etc. In this research, the researcher is going to focus only on narrative text. There are number of reasons why the researcher is interested in it. First, narrative text is constructive format story such as composition, poetry, prose, song, picture, video games, motion pictures, theater, and so on. The interesting text will make students enjoy the learning process. It will make them easily comprehend the text, and produce it. In addition, based on researcher's observation showed that students' reading comprehension in 10th grade of SMA Kesatrian 1 Semarang was still low. The students' enthusiasm was still low as well. It happened for some reasons, such as as follows: 1) Students were bored with the teaching and learning process; 2) the teacher did not use any media for facilitating the teaching and learning process; and 3) students deemed that reading skill is not interesting.

Therefore, the researcher will conduct a research entitled "The Use of The Lion King Movie to Improve Reading Comprehension on Narrative Text: An Experimental Study". This research aims to improve the students' reading ability, hence, it will improve their language skill as well.

2. Literature Review

2.1 Reading

Provide Reading, listening, speaking, and writing are the four basic language skills. These skills should be mastered by people to build their effective communication (Lorena & Sadiku, 2015). According to Harmer (2007:34), these skills can be grouped into two kinds: productive and receptive skills. Speaking and writing are clustered as productive skills. On the other hand listening and reading are regarded as receptive skills. There are some definitions of reading from educators, linguist and sociologist. Khruawan & Dennis (2017) state that reading skill is a specific ability which enables a reader to read the written form as meaningful language, anything written fluently and interact with the message. Thus, Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies

(Branch & Street, 2016). It means that reading must be learned because for many people reading is something that they do rarely.

For many people, reading becomes a difficult skill to be mastered. In reading, the readers need to understand the meaning of the words and sentences. The other difficulty in reading is the reader must know the goal or main idea of the text. In the past several decades, reading has played an important role in students' learning process (Khalid et al., 2019). As an important task, reading has a prominent place in the learning process. The recent theoretical developments have revealed that reading is a very important skill because a lot of great reading studies. To achieve comprehension in reading, language learners may use a variety of reading strategies such as, summarizing, question generating, skimming, scanning (Mousavi, 2015). Teaching reading has been declared by Susanto (2019) a syllabus design to enhance vocabulary and reading skills in computer assisted language learning.

2.2 Reading Comprehension

According to Khruawan & Dennis (2017), reading comprehension means the ability which the students are able to read accurately and effectively; to get the maximum knowledge and information from the text with the least misunderstanding. Similarly Javed (2015) states that reading comprehension is an interactive process between the reader and the text. During reading process, the reader extracts meaning from the text by exploiting his/her previous knowledge through employing effective reading comprehension strategies. Comprehension skills depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation (Zare & Othman, 2013). Comprehension also needs effective use of strategic processes, such as metacognition and comprehension monitoring.

Kheirzadeh (2012) continues that the skill of reading comprehension requires knowledge of words and the world. The ability of readers to comprehend what they have read is truly an inter-disciplinary skill. In addition, the readers must be able to read and understand the context to comprehend stories, novels, and poems in language arts acquisition. The reader makes a semantic network of opinions as they try to identify the meaning of a text. Language and visual skills are used to decode words and combine words and phrases that construct meaning. That is, links and syntactic connections are shaped, revised, and revisited in the reading process as a means for making and keeping coherence (Beheshti, 2017).

There are five types or levels of reading comprehension; lexical comprehension, literal comprehension, interpretative comprehension, applied comprehension and affective comprehension (Bojovic, 2014). Lexical comprehension is about the understanding of students in the key vocabulary of the texts. Literal comprehension makes the readers can answer who, what, when and where questions. Interpretative comprehension is when the readers have ability to answer what if, why, and how questions. Thus, applied comprehension is when the readers can relate the story to existing knowledge or opinion. The last, the readers will have affective comprehension when they are understand social and emotional aspects of the text.

Some experts think in many ways concerning the concept of reading comprehension. Therefore, to understand fully about it, the detail explanation of the concept of reading comprehension which contains definition and aspects of reading comprehension. There are several aspects of teaching reading which should be measured in order to know if the students can achieve the goal of reading or not. Brown (2001) said that there are four aspect of reading comprehension needed when we want to assess students' reading comprehension. These four aspect mainly focus with the main idea, specific information, vocabulary, and the ability to infer implicit meaning in the context of the text. In the same way, Suparman (2012) also states that there are several aspect of reading comprehension skills that should be mastered by the reader or the students to comprehend the text deeply. They are the main idea, supporting detail, inference, reference, and vocabulary. Those aspects will be explained as follows:

a. Main idea

The main idea is the most important piece of information for the reader to know the concept of the paragraph which usually exists in each paragraph. According to Brown (2001), the main idea is a sentence or generalization that tells what the paragraph is about which is usually found at the beginning of the paragraph, or at the end of the paragraph. In line with Whorter and Kathleen (1986), the sentence stating this main idea is called as a topic sentence. In some paragraph, the main idea is not explicitly stated in one sentence. Determining the main idea of a paragraph is a skill to grasp and find the main point of the passage in each paragraph where the keyword will be repeated in the supporting details. (Suparman, 2012).

b. Supporting detail

Whorter and Kathleen (1986) contend that specific information or supporting detail develops the topic sentence by giving definition, examples, facts, incidents, comparison, analogy, cause and effect statistic, quotations, and evidence. Identifying supporting detail means that we should look for the information that relevant to the goal in mind and ignore the irrelevant one. (Suparman, 2012)

c. Vocabulary

Wallace (1982) said that vocabulary is the stock of word used by people. It means that vocabulary is a fundamental thing for everyone who wants to speak or produce utterances. In reading comprehensions, the readers should understand vocabulary. It means that the readers have to comprehend the word mean in order to understand the text deeper.

d. Reference

Reference is the intentional use of one thing to show something else in which one provides the information to interpret the other. Finding reference means that the reader should interpret and determine one linguistic expression to another (Suparman, 2012). Moreover, Latulippe (Zulya, 2017) contends that reference is word or phrase used either before or after the reference in reading materials. Reference is used to prevent unnecessary repetition of words or phrases that is usually used a type of pronoun.

e. Inference

The inference is a good guess or conclusion drawn based on the logic of passage (Suparman, 2012). Drawing inference means that the readers imply the sentences' meaning, then, conclude it logically. Furthermore, Whorter and Kathleen (1986) state that inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection the reader draws between what he knows and what he does not know.

From the explanation above, we know that there are several aspects of reading comprehension students should master. To achieve the goal of reading, they should be able to master those aspects such as: identifying the main idea and supporting detail of the text in each paragraph; understanding vocabulary or words means; confirming reference existing

in the text, and making an inference by comprehending the implicit meaning of the sentences.

3. Research Methodology

3.1 Participants / Subject / Population and Sample

In this research, the researcher used quantitative research design. She used pre-experimental research design in the form of one group pre-test and post-test design because she is intended to compare students' score before and after being taught by using lion king movie. Moreover, in this research, researcher will put one group and give the pre-test and post-test for getting the result. According to Creswell (2012), one group pre-test and post-test design involves three stages, namely as follow: (1) giving pre-test; (2) implementing the treatment; (3) and giving the post-test.

3.2 Instruments

In this research, the researcher used quantitative research design. She used pre-experimental research design in the form of one group pre-test and post-test design because she is intended to compare students' score before and after being taught by using lion king movie. Moreover, in this research, researcher will put one group and give the pre-test and post-test for getting the result. According to Creswell (2012), one group pre-test and post-test design involves three stages, namely as follow: (1) giving pre-test; (2) implementing the treatment; (3) and giving the post-test.

3.2 Data Analysis Procedures

For data analysis, In this study, the researcher used SPSS program for analyzing the data. For data analysis, there are some stages that should be done, as follows:

1. Calculating mean of test

Both pre-test and post-test will be calculated the mean. For calculating it, the researcher will use the formula below:

$$M_x = \frac{\sum X_x}{n} \quad M_y = \frac{\sum X_y}{n}$$

In which:

M_x = the mean of experimental group

M_y = the mean of control group

$\sum X_x$ = the sum of experimental group's scores

$\sum X_y$ = the sum of control group's scores

n = number of control or experimental group

If the data result of the implementation of The Lion King Movie as the alternative media is higher than first data, it means that the treatment is able to improve students' ability in reading.

2. T-test

To know the significant difference of the reading ability between students who is taught by using extensive reading, and without using extensive reading.

The t-test formula is:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}}$$

In which:

t : t_{test}

X_1 : The mean scores of experimental group

X_2 : The mean scores of control group

n_1 : number of experimental group

n_2 : number of control group

4. Findings

4.1. Sub Findings

1. The students' ability in comprehending reading narrative text when they are taught before using Lion King movie.

In this part, it shows the table of pretest. The result of the test is calculated into descriptive statistic.

Table 4.2
Descriptive Statistic of Pre-test

Statistics		
Pre-test		
N	Valid	32
	Missing	0
Mean		61.88
Median		65.00
Mode		65
Std. Deviation		26.051
Variance		678.629
Sum		1980

Based on the table 4.2 above, the Mean score is 61.88. It means that the average of 32 students got 61 scores. Based on criteria success of students' score 61 are medium or fair score. The median score is 65.00 and the mode is 65. The mode is simply that value which had the highest frequency. It means that the most frequent score is 65 that indicated many students got medium score. Then the standard deviation is 26.051.

To know the frequency of pre-test, the results are explained as follows:

Table 4.3
Frequency of Pre-test

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	2	6.3	6.3	6.3
	15	1	3.1	3.1	9.4
	25	2	6.3	6.3	15.6
	30	1	3.1	3.1	18.8
	40	1	3.1	3.1	21.9
	50	4	12.5	12.5	34.4
	60	1	3.1	3.1	37.5
	65	7	21.9	21.9	59.4
	70	2	6.3	6.3	65.6
	75	2	6.3	6.3	71.9
	80	2	6.3	6.3	78.1

	90	3	9.4	9.4	87.5
	95	2	6.3	6.3	93.8
	100	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Based on the table 4.3 the researcher can see that two students got score 10, it means that the achievement of students in comprehending narrative text of SMA Kesatrian 1 Semarang is still low. The students got score 65 are seven students, that means the students have medium achievement in comprehending narrative text. Then, four students got score 50; it means that the student belongs to medium criteria. The last, the students got 100 scores are two, that score is high criteria in comprehending narrative text.

2. The students' ability in comprehending reading narrative text when they are taught after using Lion King Movie.

The post-test was given by asked the students to answer of question and based on stimulate of Lion King Movie in comprehending narrative text. There were 32 students as subject in this research. It was done after the treatment process by giving the link of Lion King Movie in the class. This test was intended to know the students' ability in comprehending narrative text.

Table 4.4
Descriptive Statistic of Post-test

Statistics		
Post-Test		
N	Valid	32
	Missing	0
Mean		87.81
Median		90.00
Mode		100
Std. Deviation		14.309
Variance		204.738
Sum		2810

Based on the table 4.4 above, there are 32 students. It shows that the mean score is 87.81. It means that the average of 32 students get 82 cumulative score. That means the students got high or very good criteria

and their achievement in comprehending narrative text is better. The median score is 90.00. In this research the mode score is 100. It means that the most frequent score is 100, so there are many students got high score. Then the standard deviation is 14309.

Table 4.5
Frequency of Post-test

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.1	3.1	3.1
	60	1	3.1	3.1	6.3
	70	4	12.5	12.5	18.8
	80	3	9.4	9.4	28.1
	90	11	34.4	34.4	62.5
	100	12	37.5	37.5	100.0
	Total	32	100.0	100.0	

Based on the table 4.5, we can see that only one student got 40 scores as the minimum score. The students got score 70 are four students; it means that the students have a high or very good score. The students got 80 score are three students; it means that three students belongs to a very good in comprehending narrative text. Then, the students get score 90 are eleven students it means that students have a very good score also. There is twelve students got 100 score, this score is higher than the others. The achievement of the students is very good in comprehending narrative text.

Therefore, there are some differences of data presentation between before and after treatment process done. The data presented that the score after taught by Lion King Movie was better and higher than before taught using Lion King movie to improve students' ability in comprehending narrative text.

3. The significant difference in students' skills in comprehending narrative text before and after being taught using Lion King Movie.

Before getting the data of significant differences, there is the hypothesis testing of this research as follows:

- a. If the significant level is bigger than t-table 0.05, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is different score to the students before being

taught by using Lion King Movie and after being taught by using Lion King Movie. The difference shows that is any significant.

- b. If the significant level is more than 0.05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no any different score of the students before being taught by using crossword puzzle and after being taught by use crossword puzzle. That, there is no any significant different. To know whether the significant level is bigger or smaller than T-table the researcher analyzed the data by using SPSS statistics 16.0.

Data analysis was done to know the different score between pre-test score and post-test score. The researcher used statistical test using Paired Sample T-test stated by SPSS 16.0 to ensure the use of the Lion King movie to improve reading comprehension on narrative text. The result is shown as follows:

Table 4.6
Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	61.88	32	26.051	4.605
	Post-test	87.81	32	14.309	2.529

Based on the table 4.6 above, output Paired Sample Statistics shows that mean of pre-test is 61.88 and the mean of post-test is 87.81, while N for each other are 32. Meanwhile, the standard deviation of pre-test is 26.051 and standard deviation of post-test is 14.309. The standard error mean of pre-test is 4.6, while the standard error mean of post-test is 2.5.

Table 4.7
Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	32	.583	.000

Based on the table above, the output of Paired Sample Correlation showed the large correlation between samples, where can be seen that numeral both correlation are 0.583 and numeral of significance is 0.000.

Table 4.8 Paired Sample Test

		Paired Samples Test							
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-25.938	21.192	3.746	-33.578	-18.297	-6.924	31	.000

Based on the table above, it can be seen that the T-count is 6.924 with the df is 31. The score of students' ability in comprehending narrative text before being taught by the Lion King movie is medium or fair, because the mean score is 61.88, and after the students got a treatment the mean score is 87.81. It shows that there is an improvement. The researcher used T-test analysis; the result of T-count is 6.924. The negative which appears in T-count above means the mean before treatment is lower than after treatment. Therefore, the Lion King movie is appropriate to improve students' ability in comprehending narrative text.

Then the researcher gave interpretation. First, the researcher considered the df (degree of freedom), $df = N - 1$, in here df is 31. The researcher consulted the score in t-table. The significant level of 0.000, the score of t-table is 2.040. By comparing the "t" that the researcher has got calculation t-count is 6.924 and the value of "t" on t-table is 2.040. From the calculation above, t-count is bigger than t-table ($6.924 > 2.040$).

From the calculation above, t-count is bigger than t-table the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. It means that there is any significant different in students' skills in 10th grade of SMA Kesatrian 1 Semarang in comprehending narrative text before and after being taught by using Lion King movie.

4.2. Sub Findings

From the data analysis, the objective of the research is to know if there is an effect in the use of The Lion King Movie to improve reading comprehension on narrative text at the 10th grade of SMA Kesatrian 1 Semarang in academic year 2019/2020.

Based on the research method, the researcher conducted, firstly the step is giving pre-test for the students; it means that to know the students' ability in comprehending narrative text before being taught by the Lion King movie. Secondly, the step was given treatment to the students; the treatment here was applying The Lion King Movie. Thirdly, the step was given post-test. In the post-test the students were given a test to know their ability after the student was got a treatment by the Lion King movie.

Based on the result of the statistical computation using T-test, the result showed that there is any significant difference between pre-test and post-test. The result T-test is 6.924, if the T-test is compared to T-table with the degree of freedom 31 as stated hypothesis testing; the T-test 6.924 is higher than the T-table 2.040. Therefore, based on the hypothesis testing, H_a is accepted and H_o is rejected, the theory is verified. It means that there was significant different between score of pre-test and post-test. It can be concluded that the students get good achievement in comprehending narrative text after they were taught by using the Lion King movie. The students' ability in comprehending narrating text were getting improvement significantly, so teaching reading comprehension by using the Lion King movie is effective.

The Lion King movie is the most beautiful movie that has come out in 2019. This movie can help the students organize their idea and measure the students' ability in comprehending narrative text. The Lion King movie can be selected to suit the need and interest of the students. The use of movie in teaching reading comprehension is very important, so the teacher should utilize the appropriate way in teaching activity, especially in teaching reading comprehension on narrative text. According to Lector (2013), there are the advantages of using movie to teach reading. It also increases the learning interests and motivation. Students claimed that it provides the chance for learning real-life conversation. Movie helped students in improving their reading comprehension, writing and speaking ability. After watching the movie they were more motivated to read the graded book. They also were keener to participate in group discussion. They were able to discuss and analyze the characters and had a better picture of the events. Similarly, Kabooha (2016) stated that movies are powerful instructional tools that can help in developing students' language skills. While watching the movie, students acquire and use new words. Learning new vocabulary helps students become more fluent because the more words they know, the easier it is to express themselves. However, in order to fulfil its pedagogical purpose, movies should be strategically selected based on the course syllabus, students'

interests, and their proficiency level. While designing the tasks and the materials that incorporate the movies into classes, the main goal of using this authentic material and the objectives of the specific lesson should always be kept in mind. So, all these processes encourage students to develop their critical thinking skills.

5. Discussion

Based on the explanation above, the advantages the use of the Lion King movie gives positive effect towards students' ability in comprehending narrative text. It has been verified by the result of data analysis that there is significant difference between students' ability in comprehending narrative text before and after taught using the Lion King movie. Thus, it can be concluded that the use of Lion King Movie is effective toward students' ability in teaching reading comprehension on narrative text because it can help the students to improve their ability at the 10th grade of SMA KESATRIAN 1 Semarang in academic year 2020/2021.

6. Conclusion

Based on the discussion of research findings in the previous chapter, it can be concluded like the following:

1. The students' ability in reading comprehending narative text of the tenth grade students of SMA KESATRIAN 1 Semarang in academic year 2020/2021 before using The Lion King Movie as alternative media in learning comprehending narrative text was deficient. It can be seen from the mean score of student's pre-test. The students got score 65 are seven students, that means the students have medium achievement in comprehending narrative text. Then, four students got score 50; it means that the student belongs to medium criteria.
2. The students' ability in reading comprehending narrative text of the tenth grade students of SMA KESATRIAN 1 Semarang in the academic year 2020/2021 after using The Lion King Movie as alternative media in learning reading comprehension narrative text was adequate. It can be seen from the mean score of students. The mean score is 87.81. It means that the average of 32 students get 82 cumulative score.
That means the students got high or very good criteria and their achievement in comprehending narrative text is better. Which is included to good.
3. There was significant difference in the ability of students in learning reading comprehending narrative text before and after taught using The Lion King Movie

as alternative media. The result of t-test was 6.924, if the T-test is compared to T-table with the degree of freedom 31 as stated hypothesis testing; the T-test 6.924 is higher than the T-table 2.040. Therefore, based on the hypothesis testing, H_a is accepted and H_o is rejected, the theory is verified. It means that there was significant different between score of pre-test and post-test. It can be concluded that the students get good achievement in comprehending narrative text after they were taught by using the Lion King movie. The students' ability in reading comprehending narrative text were getting improvement significantly, so teaching reading comprehension by using The Lion King Movie as alternative media is effective. The students more enthusiasm and more interested in the teaching learning porcess using animation movie. From animation movie students get new vocabularies, ideas, and can easily understand about the story an arrange the event story in reading narrative text.

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