

The effectiveness of posters on student reading-comprehension of narrative text at tenth-grade MAN 3 Klaten

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ABSTRACT

This research aimed to 1) find the effectiveness of using posters in teaching narrative text, and 2) find out the differences between the reading comprehension of students taught using posters and without posters. In this research, the researcher used a quantitative method, used a quasi-experimental research design. The subject of this research is tenth-grade students of MAN 3 KLATEN. The sample consisted of 60 students who were divided into two classes, where class X Social 1 was the experimental class and class X Social 3 was a control class. The data were collected through pre-tests and post-tests. It is analyzed by using a t-test. The mean of the post-test in the experimental class is higher than the mean of the pre-test ($35.50 < 51.33$) and the mean of the post-test in the control class is higher than the mean of the pre-test ($46.4571 > 35.1714$). It shows that the mean of the post-test of the experimental class is higher than the mean of the control class ($30.00 < 40.38$). The result of the t-table shows that the t-observed value is higher than t-table 2.367 was higher than table 2.001 in the df 58 by 5%, with a probable value of 0,021 which is lower than the significance level ($0.021 < 0.05$). So, the hypothesis that "there was a significant difference between students' Reading comprehension of Narrative text taught using posters as media" was accepted.

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1. Introduction

For junior high and high school levels, English is a required subject because it needs to be learned in depth in order to be utilized as a general language reference. So, when the student uses English, it can be precise and causes. English use of this language, note the rules of reading the language in order to avoid mistakes. Reading is one of the processes to help a student get to their standard. Deciphering letters on a page is considered to be a difficult task in the reading process (Ramli et al., 2011). The problems of understanding the text are caused by many factors. Most of the time, students read the content but they struggle to comprehend its meaning and identification. (Jiménez et al., 1996).

In understanding texts, media can help the teacher to give explanations about reading (Efendi, 2018). There are numerous media, such as books, novels, and other works, that can be used as learning tools (Apsari, 2019). Posters are interactive learning media in which there are pictures, writings, and even information simultaneously summarized in sheet form so that they are more efficiently used as learning media to read (Osa & Musser, 2017). Posters are a great way for students to engage in practical learning, spark their interest, and demonstrate their understanding (Suharyana, 2022).

In terms of text, narrative texts usually use a long text that should be comprehended by the students (Handayani et al., 2020). The narrative text is a need takes more ability to understand each story's content, with posters the story can be processed in such a way that it is interesting to read and understand. According to the English teacher at MAN 3 Klaten, the media used at the school only uses student worksheets. Based on the explanation above, the researcher will conduct a research "The Effectiveness of Using Posters on Reading Comprehension of Narrative Text at Tenth-Grade MAN 3 Klaten".

According to Hamid, et al. (2020), learning media is anything that can convey messages through various channels, can stimulate students' thoughts, feelings, and willingness so that they can encourage the creation of a learning process to add new information to students so that learning objectives can be achieved well. A poster is a piece of art or graphic design that consists of a combination of pictures and text on a sizeable or modest piece of paper (Miller, 2007). The poster is a media that can be used to obtain information, suggestions or ideas so that it can influence the desire to see and perform (Area, 2003).

Reading Posters can be an eye-catching valuable tool to introduce any given topic (Call & Vol, 2005). With the aid of pictures, we can introduce, review, or teach new vocabulary. With learning media, posters can provide an interesting and effective learning feel, while learning with posters can be done by understanding the contents of the reading, with functions that can be adapted to the needs of either as a supplement (additional), complementary (complementary), or substitution (substitute) for activities learning in the classroom that has been used so far (Putri, Jampel, & Suartama, 2014). Poster media in classroom learning functions to attract the attention and interest of students, as well as a method for students to be interested in and implement the material presented in their daily lives (Sadiman et al., 2011).

Reading is the process of looking at a written text and beginning to assimilate the information contained therein. the act of deriving meaning from written words through reading. It requires the coordination of numerous relevant informational sources (Gilakjani & Sabouri, 2016). Sudjana (2011) said that reading comprehension itself is the ability of every child to understand the content of reading a text. Reading comprehension is a process of thinking in order to understand the written materials (Berger, 1993). The capacity to read text, analyze it, and comprehend its meaning is known as reading comprehension (Grabe & Stoller, 2013).

A fantasy story with entertainment value is called Narrative. Of course, just because a story has a name doesn't mean it actually exists; it may simply be someone's imagination or a made-up tale by a person or a group of people that hasn't been shown to be true. Cinderella, Sangkurian, Snow White, Rabbit, and Crocodile are a few examples of storytelling. The process of reading narrative texts involves the reader trying to create a mental picture of the reality that is being described in the text. (Murray, 1997). A narrative is more than just a basic list of words or concepts (Dymock, 2007). It is widespread practice to entertain and inform others by reliving the past through narrative, which reconstructs historical experiences concerning events or happenings with sequences on how they occurred in the past (Wiratno, 2003, p. 13). Narrative is to entertain to gain and hold a readers' interest. (a) Orientation The setting, the tone, and the main character of the story are established in the opening paragraph. (b) Difficulty It is a series of complications or the starting point of the story's issues. (c) Resolution where the story's troubles are resolved. The issue might have been settled joyfully or painfully, for better or worse.

The researcher took three previous studies as her inspiration in making this thesis. The first study is "The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text " which was written by Indrayani (2014) The objective of this study is to find the effectiveness of mind mapping in improving students' reading comprehension achievement, especially for narrative text at the second grade students of SMA Mathla'ul Huda Parung Panjang Bogor academic year 2013/2014. The subjects of this study were 70 students. Experimental research was used as a method in this study. The study was carried out in two classes, they are the controlled class and the experimental class. The data were gathered through tests which were delivered into the pre-test and the post-test. The result of the study showed that the mind mapping technique is effective to use in teaching reading comprehension of narrative text. Gained score of the experimental class (27.14) is higher than the controlled class (17.71). From the result of statistic calculation, it is obtained

that the value of t-observation (t_o) is 3.47 and degree of freedom (df) is 68. In the table of significance 5%, the value of degree of significance is 1.66. Comparing those values, the result is $3.47 > 1.66$ which means t-observation (t_o) score is higher than t-table (t_t) score. In other word, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. Therefore, teaching reading comprehension of narrative text by using mind mapping technique is effective.

The second research is entitled "The Effectiveness of Using E-Learning Fairy Tale to improve Students' Reading Comprehension in SMPN 1 Pleret" by Agustiana (2016). The study was aimed to find out the effectiveness of using E-learning fairy tales to improve students' reading comprehension and to find out whether there is a significant difference in reading comprehension between the students who are taught by using E-learning fairy tales and those taught by using fairy tales textbook of the eighth grade of SMPN 1 Pleret. This research is quasi experimental research. The quantitative was used for analyzing the data. The sample of the students in this research is 62 students. The data were collected by conducting pre-test and post-test. The data were analyzed by using descriptive analysis and inferential analysis. This research was administered pre-test before did the post-test. The kind of the test was multiple choices consisted of 30 items. After finished the pre-test, continued to do the post- test. The kind of the test was multiple choices also consisted of 30 items. The results of the research are discussed as follows: first, the data of both experimental and control groups were normally distributed because the value of p (probability) is higher than 0.05. In the Kolmogrov-Sminov (a) the values of p from the control were $0.127 > 0.05$ and experiment were $0.200 > 0.05$. Second, the results of hypothesis testing showed that the average value of the experimental group was 0.715861, and the average value of a control class is 0.590992, with 0010 significantly larger than 0.05. H_o hypothesis testing is acceptable. So, the conclusion is to use the E-Learning fairy tale effectively to develop students' reading comprehension in the SMPN 1 Pleret.

The last research is "The Effectiveness of Using Posters in Teaching Reading Comprehension of Descriptive Text at The Tenth Grade Students of Man Purwerejo in The Academic Year of 2016/2017" which was written by Hanum (2017). Based on Quantitative study can be proved by the result of t-table and t-value. The t-table is 2.01 and the obtained t-value is 3.47. H_o is refused and H_a is accepted because the t-value is higher than the critical value on the table ($3.47 > 2.01$). Therefore, using poster in teaching reading comprehension of descriptive text towards the students' achievement in their reading skill at the tenthgrade students of MAN Purworejo in the academic year of 2016/2017 is effective. Thus, the hypothesis is accepted.

Students need to be able to read because once they do, they will be better able to comprehend each reading content. This can assist students in resolving their issues with the English curriculum and provide them with fresh information from other nations in today's interconnected world. Reading proficiency Since text is a key component of language learning, there must be considerable efforts made to make it better. Then utilizing poster media and narrative text, this is how to sample pupils' reading abilities.

However, the present study delimits the analysis to the students' reading skills of English narrative texts at Tenth-Grade MAN 3 Klaten. This study attempts to answer the following research questions: (1) How is the student ability in reading narrative text at tenth grade of MAN 3 Klaten, and (2) Are posters effective to teach reading comprehension of narrative text at the Tenth-Grade MAN 3 Klaten.

The findings of this research can be beneficial for the teachers, the students as the object and the other researchers. The first for the students this lesson is very useful because they will get information regarding their activities in class by reading various posters. The second for teachers the researcher hopes that the results of this study can be useful at least to provide information to teachers in innovative learning media so that it can have a more memorable and fun learning effect in their class. And the last to other researchers hopes that these findings will be useful for those who are interested in research that has a similar topic and can be used as a relevant source.

2. Method

Type of Research This research method is quantitative categorized as a quasi-experimental study. In the class that has been determined, there will be 2 data collection session, in the first session giving questions with reference to a narrative text without using a poster. Then in the second session,

questions will be given that are based on narrative text but have been made in the form of a poster in experimental class. The Control class will be the first session giving questions with reference to a narrative text without using a poster. Then in the second session, questions will be given that are based on narrative text but have been given from the method of their teacher. From the sessions that have been carried out the researcher will get the results between experimental class and control class and the effectiveness of learning using posters or without using the posters (Matthews et al., 2012).

The total number of students amounted to 160 students of class X the research subjects the researcher will take with 60 students since it will be the focus of research on narrative text for the course will be taking there. Based on the above definition, the authors take all groups that should be taken in this study. There were 5 classes in class X, 2 science classes, 3 social science classes, and the researcher took samples from social studies class A and social science class C because she felt these 2 classes were excellent research samples and had the potential to pursue various research goals after speaking with the effective teachers in these subjects. In collecting the data, the writer does some steps as the data collecting procedures. The first step is deciding the number of the sample in this study. The second step is to test students' reading comprehension. The instrument that used in this research is reading comprehension test and it contains 20 items.

2.1. Pre-Test

This test is carried out at the start of the experiment, at the initial meeting. Prior to starting treatment, it is determined how well the students can read. A multiple-choice test is a tool used to get the data.

2.2. Post- Test

At the conclusion of the experiment or after the students had received the treatments, this exam was carried out.

There are two kinds of data analyzing techniques: descriptive analysis and inferential analysis. In this study, to analyze the data the researcher uses the descriptive statistic and inferential statistic.

3. Findings and Discussion

3.1. Descriptive Analysis

Table 1. Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	30	15	60	35.50	10.856
Post-Test Eksperimen	30	20	85	51.33	13.126
Pre-Test Kontrol	30	10	65	30.00	11.963
Post-Test Kontrol	30	15	75	40.83	16.820
Valid N (listwise)	30				

The frequency distribution of the scores is classified into five categories, namely very good, good, moderate, poor, and very poor. The formula used to obtain the limit data of each level is as follows: when the students get a score on a vocabulary test lower than mean -1.5 SD, it can be said, they belong to a very poor category, when they get scores between mean -1.5 SD and -0.5 SD, they belong to poor category. They belong to the moderate category, if they get scores between mean -0.5 SD and $+0.5$ SD, but it can be said that they belong to the good category if they get scores between mean $+0.5$ SD and $+1.5$ SD. Furthermore, they belong to the very good category, if they get scores on vocabulary tests higher than the mean $+1.5$ SD. According to Nurgiyantoro (2002), the value of the ideal mean (X_1) is 60 % for the maximal score which can be obtained. While the value of the standard deviation (SD) is $\frac{1}{4}$ of the Ideal mean ($\frac{1}{4} X_1$). The possible maximum score of the experimental group's post-test that can be obtained is 85 so the ideal mean is 51. Then, the ideal standard deviation is $\frac{1}{4}$ from 51 which is 12.75.

Table 2. The frequency distribution of the scores

Sigma Scale	Scale Number	Category
+ 1.5	Mi+ 1.5(SDi) 51+1.5 (12.75) =>70.1	Very Good
+ 0.5	Mi+ 0.5(SDi) 51+0.5(12.75) =57.4 – 70.1	Good
-0.5	Mi-0.5(SDi) 51-0.5 (12.75) 44.6-57.4	Fair
-1.5	Mi-1.5(SDi) 51-1.5(12.75) =31.9-44.6	Poor
< -1.5	< Mi-1.5 (SDi) <31.9	Very Poor

3.1.1 The Distribution of the Pre-test and Post-test Scores of the Experimental Group

The total number of students who joined the group experiment in this study was 30 students. The data shows that the highest score during the pre-test was 60 and the lowest was 15 with a mean value of 35.50 and a standard deviation of 10.856 whereas, the post-test highest score is 85, the lowest is 20, the average score is 51.33 and the standard deviation is 13.126. The distribution of values in the experimental class is as follows:

Table 3. The distribution of values in the experimental class

Category	Internal Class	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	>70.1	-	0%	2	6.7%
Good	57.4 – 70.1	1	3.3%	6	20%
Fair	44.6-57.4	5	16.7%	9	30%
Poor	31.9-44.6	12	40%	9	30%
Very Poor	<31.9	12	40%	4	13.3%

From the Table 3 above it can be seen that in the experimental group, there were 0 students (0%) who got the very good pre-test category, namely 1 student who got the good category (3.3%) who got the fair category 5 (16.7%), and students who got in the poor category were 12 people (40%), while students who were in the very poor category were 12 (40%). Furthermore, there was 2 student (6.7%) who got the very good category in the post-test, 6 students who got the good category (20%), students who got the fair category, 9 (30%) students who got less category 9 (30%), and 4 (13.3%) students who get a very poor category in the post-test.

From the data above, it can be seen that scores on the pre-test were not good and the post-test was good, and almost all categories increased. There are changes in frequency and percentage in the very good categories.

3.1.2 The Distribution of the Pre-test and Post-test Scores of the Control Class

The total number of students who joined the Class Control in this study was 30 students. The data shows that the highest score during the pre-test was 65 and the lowest was 10 with a mean of 30,00 and a standard deviation of 11,963 whereas, the post-test highest score is 75, the lowest is 15, the mean score is 40,83 and the standard deviation is 16,820. The distribution of values in the control class is as follows:

Table 4. The distribution of values in the control class

Category	Internal Class	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	>70.1	-	0%	1	3.3%
Good	57.4 – 70.1	1	3.3%	5	16.7%
Fair	44.6-57.4	2	6.7%	7	23.3%
Poor	31.9-44.6	8	26.7%	6	20%
Very Poor	<31.9	19	63.3%	11	36.7%

From the Table 4 above it can be seen that in the control class, there were 0 students (0%) who got the very good pre-test category, 1 student who got the good category (3.3%) who got the fair category 2 (6.7%), and students who got in the poor category were 8 people (26.7%), while students who were in the very poor category were 19 (63.3%). Furthermore, there were 1 student (3.3%) who got the very good category, 5 (16.7%) students who got the good category, students who got the fair category, 7 (23.3%) students who got less category 6 (20%), and 11 (36.7%) students who get a very poor category in the post-test.

From the data above it can be seen that the pre-test and post-test scores were not good, but almost all categories experienced an increase. There are changes in the frequency and percentage in the pretty good category.

3.2 Inferential Statistic

The level of significance was set on 0.05 or 0.5%. The difference of the students reading comprehension of pre-test and post-test for experimental group and control group can be seen in the table below.

Table 5. The difference of the students reading comprehension of pre-test and post-test for experimental group and control group

Group	N	X1	X2	X3
Experimental	30	35.50	50.17	14.67
Control	30	30.00	42.50	12.50

Note:

N: the number of the subject in each group

X1: the arithmetic mean of the pre-test

X2: the arithmetic mean of the post-test

X3: mean difference

Based on the result of the data description presented above, it can be concluded that the experimental group and the control group were different. The mean between the experimental group was higher than the mean of the control group. It means that using posters as a media was more effective than without posters as a media.

Referring table, the result of the computation above can be used to do further analysis by using a t-test. After calculating with a t-test, the researcher can find t-observed (t_o) then the (t_o) was conducted with a t-table at the significance level of 5%. Therefore, the summary of the complete calculation can be seen in the following table:

Table 6. The the summary of the complete calculation

Groups	t_o	t_t	Df	Sig (2-tailed)	Interpretation
The result of the post-test of experimental and control group	2.367	2.001	58	0.021	$t_o > t_t$ significant differences

Based on the obtained data, it was found that the value of t_o -observed (t_o) was higher than the value of t_t -table (t_t) ($2.367 > 2.001$). It means that there was a significant difference between the use of posters as a media and without posters as a media. The hypothesis said “there was a significant difference between the reading comprehension thought posters as a media and without posters as a media” was accepted. Thus, it can be concluded that the use of posters media in reading

comprehension was more effective than without using posters as a media for the tenth grade at MAN 3 Klaten.

The experimental research takes the Tenth-Grade students of MAN 3 Klaten to find out the effectiveness of using posters as a media on reading comprehension especially in narrative text. The result of this research can be summarized as follows:

Showed the data analysis above the researcher found the comprehension of the students in the experimental class who taught using posters showed improvement. Before conducting the treatment, the mean score of the experimental class was 35.50 and the standard deviation was 10.856. The maximum score of the pre-test was 60 and the minimum score was 15. there were 0 students (0%) who got the very good pre-test category, namely 1 student who got the good category (3.3%) who got the fair category 5 (16.7%), and students who got in the poor category were 12 people (40%). After conducting the treatment, the result data showed differences. The mean score increased from 35.50 to 51.33 with a standard deviation of 13.126, the maximum score was 85 and the minimum score was 20. Meanwhile, the frequency distribution of post-test showed mutual improvement There was 2 student (6.7%) who got the very good category, 6 students who got the good category (20%), students who got the fair category, 9 (30%) students who got less category 9 (30%), and 4 (13.3%) students who get a very poor category.

This condition was different from control class. In the control class, there were 0 students (0%) who got the very good pre-test category, 1 student who got the good category (3.3%) who got the fair category 2 (6.7%), and students who got in the poor category were 8 people (26.7%), while students who were in the very poor category were 19 (63.3%). Furthermore, there were 1 student (3.3%) who got the very good category, 5 (16.7%) students who got the good category, students who got the fair category, 7 (23.3%) students who got less category 6 (20%), and 11 (36.7%) students who get a very poor category in the post-test. Mean score in control group increased from 30.00 to 40.38 with standard deviation 16.820.

There was a significant difference between the students who were using posters as a media and without posters as a media. The scores of the experimental group students who were taught using posters as a media, media were higher than the scores of the control group who were taught without using posters as a media. The data showed that t_{observed} value of 2.367 was higher than t_{table} 2.001. Meanwhile, the students in the control class showed a little bit of improvement. Based on the data above, it can be concluded that the achievement of the experimental class after being given treatment was better than the control class which was not given treatment. It means there was a significant difference between the students who were taught without by using posters as a media. So, the hypothesis proposed by the researcher is accepted.

According to the study's findings, teaching reading comprehension of narrative texts using the mind mapping technique is beneficial (Indrayani, 2014). The experimental class's gained score (27.14) is higher than the controlled class's (17.71). The results of statistical calculations show that the degree of freedom (df) is 68 and the value of the t-observation (t_o) is 3.47. The value of the degree of significance is 1.66 in the 5% significance table. The outcome of comparing those numbers is $3.47 > 1.66$, indicating that the t-observation (t_o) score is greater than the t-table (t_t) score. In other words, the Null Hypothesis (H_o) is disproved while the Alternative Hypothesis (H_a) is accepted.

Therefore, teaching narrative text reading comprehension using the mind-mapping approach will be very helpful. In addition, this research is also being conducted (Agustiana, 2016). Using hypothesis testing, it was determined that the control class' average value was 0.590992 and the experimental group's average value was 0.715861, with a p-value of 0010 that was substantially greater than 0.05. It is okay to test your hypotheses. Therefore, the recommendation is to successfully utilize the E-Learning fairy tale to enhance students' reading comprehension in the SMPN 1 Pleret.

Likewise in research conducted by Hanum (2017). The computed t-value is 3.47 and the t-table is 2.01. Because the t-value ($3.47 > 2.01$) is higher than the critical value on the table, H_o is rejected and H_a is accepted. Therefore, it is helpful to use posters to teach reading comprehension of descriptive text to students in MAN Purworejo's tenth grade as they work to improve their reading skills over the 2016–2017 academic year. The theory is therefore accepted.

The previous study's findings that the value of t_{observed} (t_o) was greater than the value of t_{table} (t_t) ($2.367 > 2.001$) is supported by the findings of the research analyzed. In other words, the Null Hypothesis (H_o) is disproved while the Alternative Hypothesis (H_a) is accepted. Acceptance of the hypothesis that "there was a significant difference between the reading comprehension taught posters as a media and without posters as a media" meant that there was a difference between the two. Thus, it can be said that for students in the tenth grade at MAN 3 Klaten, using posters as a medium for reading comprehension is more beneficial than not using them.

4. Conclusion

This experimental research involved eighth-grade students of MAN 3 Klaten to determine the effectiveness of teaching English using posters in students' reading comprehension. The experimental group students were taken from class X IPS 1 and the control group was taken from class X IPS 3. First students' reading comprehension of narrative text in the experimental group which was taught using poster media and the control group's students who were taught without using poster media were different. The results of students' narrative reading skills taught using poster media or the experimental group can be seen that the average pre-test score was 35.50 and the post-test average score was 51.33. From the average pre-test and post-test values of the experimental group, it was seen that there was progress from the pre-test to the post-test. Before treatment, there were 18 students who were included in the less good category and 12 students who were included in the very poor category. After getting the treatment, there were 4 students who were included in the very less category. This means that there was a decrease in the number of students in the less and very less categories in the experimental group.

Second, results of students' reading comprehension in narrative texts taught without using poster media or the control group can be seen that the average pre-test score is 30.00 and the post-test average score is 40.83. From the average pre-test and post-test scores, it can be seen that there is progress from the pre-test to the post-test. Before being given treatment there were 8 students who were included in the poor category and 19 students who were included in the very poor category. After getting treatment by the teacher there were 6 students who were included in the less good category and 11 students who were included in the very poor category.

Last, there is a significant difference between students who are taught using poster media and students who are taught without using poster media. The average value of students in the experimental group who were taught using poster media was higher than the average value of the control group who were taught without using poster media ($51.33 > 40.83$)

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