

The Effect of Story Face Strategy Towards Students' Reading Comprehension of Recount Text

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Abstract:

This study aims to determine whether using the story face strategy affects students' reading comprehension in tenth-grade recount texts for the academic year 2022/2023. The research was conducted on tenth-grade MIA students at one of Senior High School in Bangkinang. The study involved 56 students who were divided into 2 classes, namely class X MIA 3 as the control class and X MIA 5 as the experimental class. Each class consists of 28 students. The experimental class uses the story face strategy as a learning strategy and the control class is taught using an English textbook. The data were analyzed using the SPSS 25 program. Based on the results obtained, the average value of students in the experimental class was 70.89 and 48.93 in the control class. The data obtained showed a significance (2-tailed) $0.001 < 0.05$. This means that H_0 is rejected and H_a is accepted. This shows that there are differences in students' reading comprehension between students who are taught using the story face strategy and students who are taught using English textbooks. Based on the findings, it can be concluded that the story face strategy is effective for students' reading comprehension of recount text.

Keywords: *Reading Comprehension; Recount Text; Story Face Strategy*

1. INTRODUCTION

English is a worldwide language that has risen to the top of the list of foreign languages that must be mastered in order for individuals to communicate globally and internationally. It is essential to learn English in order to converse with individuals from all around the world. English is an international language used in various fields such as technology, science, commerce, and economics (Ismail, 2017). Mabrur in Hardi (2019) states gaining communication skills in the target language is the aim of teaching a foreign language. Reading is a crucial ability for young ones to learn in order to learn new material and build knowledge (Khoiriyah et al., 2023). Reading also lends students access to resources, expertise, facilities, chances for lifelong learning, and information (Hakim et al., 2023).

According to Ayu et al (2021) Students must be able to comprehend some basic functions in texts, monologues, and essays that take the forms of recount, narrative, procedure, descriptive, and news items, according to the basic competency and standard of competence of School Based Curriculum. Learning English is inextricably linked to the four essential skills of writing, listening, speaking, and

reading. Reading is a vital skill for success in all educational environments. Reading is the most crucial of the four skills, particularly in learning a second language (Septiani, 2016).

According to Septiani (2016) reading skills play a crucial role in education and science. The objective of reading is to find information, it is referred to be a receptive skill. Other than obtaining and transmitting information, reading is used to get ideas, opinions, and motivation. According to Manan (2017) students who are not interested in reading activities would have problems understanding what they read. Additionally, according to Asilestari (2021) reading is done with the intention of understanding what was read as well as to respond to questions based on the material. This opinion proves that without reading practice, students will have difficulty in reading comprehension. Reading is the basis of understanding. The purpose of reading activities is not only to get information, but also an understanding activity to get the meaning of a written text. Basically, reading and understanding are things that are related to each other. Reading is an activity to find and get information, while understanding is a way how someone can easily understand and understand the meaning of a written text through the core points found in the text. According to Mufidah (2018) Comprehension is the process of realizing an idea and then understanding the idea based on their own thoughts. Comprehending the structure and order in texts being an everyday obstacle for students (Fitriani & Sunarti, 2024). Understanding a written text is done by finding detailed information that leads to the meaning of the writing. The essence taken can allow students to make conclusions according to their understanding. Students draw conclusions from a written text based on their respective understandings according to the main ideas found. This is done to make it easier for students in their reading comprehension.

Furthermore, Mualifah (2015) states that comprehension is a process of interpreting a text. This meaning is an understanding process to find the core of a text so that it makes it easier for readers or students to understand the text. Mualifah's opinion is supported by the statement of Ratna (2017) according to her, reading comprehension is the result of reading activities because reading comprehension is a process of building meaning from what is read. Reading comprehension is the process of deriving and recognizing meaning from a text (Idayani, 2019). In the reading process, students indirectly interact with the text they read. This interaction is a process of searching for the meaning of the text by students so that the essence of the explanation in the text is found.

According to Roja (2019) comprehension is the most important thing in reading activities. This opinion underlies that reading and comprehension are interrelated. In addition, the experience of students or readers is also included in reading comprehension. Students can use their experience in reading comprehension to make it easier for them to find the meaning of a text. The use of reading experience in reading comprehension will make it easier for students to draw conclusions from a text because they have experienced the same thing with the writing they read. Meanwhile, Marleni (2015) states that it is important for students to know skills that can be applied to achieve reading goals in reading comprehension. It means, to achieve reading goals, students must know what skills they can use in reading comprehension. According to (Nery & Suryani, 2021) Although reading

comprehension is crucial for students, many still struggle to comprehend what they have read.

The process of finding meaning by coordinating a number of processes such as understanding word for word, understanding reading topics, finding detailed information, and others are known as reading comprehension. In addition, a reading comprehension is also an act of understanding what is read. If reading is done without including understanding, then reading is just looking at the written text without understanding what is being read. The majority of people read for a purpose, and understanding is part of their primary goal. Through reading comprehension, students can find and understand the meaning of an unknown topic. Reading comprehension is a process of understanding, evaluating, and utilizing information to get an idea or meaning from a written text. In understanding a text, the importance of background reading experience or knowledge of various types of previous topics to make it easier to find a written meaning. In addition, the use and development of effective strategies in reading comprehension is also an important thing to have in order to achieve good reading comprehension for students.

The skill of a person to interpret or comprehend something based on his own understanding is known as comprehension. Septiani (2016) defines comprehension as the process of comprehending a text or piece of writing. Students can decipher an article by writing down their thoughts on it and drawing inferences based on the concepts or symbols presented. The capability to comprehend what is read or learnt is known as reading comprehension. This is a crucial skill that every student should have, especially in this day of globalization.

Indicators of reading comprehension according to Nuttal in Saraswati et al., (2021) are divided into five, namely 1) Identifying the main idea of the text; 2) Identifying the specific information of the text; 3) Identifying the meaning of word; 4) Identifying reference; 5) Making inferences

Based on the results of interview with English teacher at one of Senior High School in Bangkinang, it was found that there are problems with the students' reading comprehension, especially in the tenth grade in recount texts. Students have difficulty in identifying the main idea, identifying specific information in the recount text, identifying the meaning of words in the recount text, and making inferences, also students' reading comprehension is poor. The students' reading comprehension ability in the recount text is still at the level (<30-50), which is included in the poor category to enough. This is very unfortunate because reading comprehension is a crucial skill for all students must have, especially in today's technologically advanced world.

This reality force teachers to devise a variety of ways to help their students have good at English skills, especially in reading comprehension. According to Marleni et al. (2021) an effective teaching strategy can help students comprehend and enjoy the learning process. There are many strategies that affect students' reading comprehension, one of which is the story face strategy. This strategy is a form of face story map that is used to describe the key elements of a narrative text, such as setting, main characters, issues, events, and resolutions. According to Indriyani (2019) the visual framework that visualizes the important components in the narrative text is called the story face. The advantages of this strategy is that it can

help students to identifying the specific information in a text or writing, to identifying the main idea, help students to making inferences and make it easier for students in reading comprehension.

The story face strategy is a learning process using image media to increase students' interest in reading activities. According to Indriyani (2019) the visual framework that visualizes the important components in the narrative text is called the story face. This statement is supported by Juliansah (2017) that the development of story mapping, which is useful for comprehending, identifying, and remembering parts in a narrative text, is the face of that story. In this theory, he said that the story face uses a framework designed in such a way to help students understand and search for the meaning of a text.

Story face strategy is a kind of face-shaped story map specially designed to visualize important components of narrative text such as setting, main characters, problems, events, and resolutions. This strategy is a learning process using image media with the aim of motivating and increasing students' interest in reading activities. In addition, this story face strategy is the right strategy to use to help students understand reading comprehension indicators in recount text. The story face is made by drawing a face shape consisting of two eyes, eyelashes, mouth and nose. The expression used in the story face can be in the form of 'happy' or 'sad'. This is adjusted to the end of the story read. A story that has a happy ending will have the story face made with a 'happy' expression, while a story that has a tragic ending or a sad ending will have a 'sad' expression. However, even though this strategy seems easy to do, students still need basic knowledge about the elements that usually exist in a text such as the name of the character, place of occurrence, time of occurrence, and so on. It would be better if students understand the elements in the story.

Staal in Bedrimati (2012) writes how the face of the story is shaped: 1) Engraving both eyes are represent the setting and the main character in the story; 2) Eyelashes are represent specific descriptions and supporting characters in the story; 3) Nose is represents the problem or conflict in the story; 4) Mouth is represents a series of events that occur in a story text whose course of events will lead the reader to conflict resolution, namely a solution.

The story face strategy is a learning strategy that is carried out using a facial framework that has previously been specifically designed with the format of two eyes, eyebrows, nose and mouth. This strategy is the development strategy of the story mapping strategy. Aims to help students recognize, understand and remember basic parts or elements in a text. In this study, the text used is recount text so that the elements that become the focus are the elements in the recount text.

The use of story face strategy have been proven by previous research. Indriyani (2019) found that the use of story face strategies in narrative texts improves students' reading comprehension skills. It can be seen in the results of her research that the t-count value (7.64) is higher than the t-table value (1.67). This study proves that using the story face strategy can improve students' reading comprehension skills in narrative texts. Another study conducted by Suhaimi (2019) also found that there was a change in student learning outcomes in narrative texts after using the story face strategy in reading comprehension. This can be seen from the values of the pre-test and post-test which experienced a significant change. The average score of the

students on the pre-test was 69.66 and the average score on the post-test was 90.27, which means that the use of the story face strategy improves students' reading comprehension skills, especially in narrative texts. In addition, through the help of face images, this strategy can make it easier for students to find information and draw conclusions about a text. Similarly the result of research from Episiasi et al., (2022); Kasriyati, (2016); Vrieska & Kasriyati, (2017) the factors that affected students' growth in their ability to comprehend narrative texts by using the Window Notes approach were: attention, interestingness, and enjoyment

In contrast to previous studies that used the story face strategy in narrative text, in this current study the researcher tried to use the story face strategy of recount text. This is based on the difficulty that SMAN 2 Bangkinang Kota tenth graders have the reading comprehension of recount text. Furthermore, another important point from the current research is that no teacher at SMAN 2 Bangkinang Kota has ever used this story face strategy in the classroom.

Based on the explanation above, the researcher used the story face strategy to find out whether there was an effect of using the story face strategy on the students' reading comprehension of recount text. To make it easier for students in reading comprehension, the writer chose the story face strategy because the researcher assumed that the story face strategy was the right strategy to help students in reading comprehension.

2. METHOD

This research was an experimental study with a Quasi-Experimental type. The independent variable is the teaching of reading comprehension in recount text using the story face strategy and the dependent variable is the effect of the story face strategy on the students' reading comprehension of recount text. The sample in this study was divided into two groups, namely the experimental group and the control group. The procedure of quasi-experimental research includes pre-test, treatment and post-test. First, both groups are given a pre-test. Then, the experimental group is given treatment using story face strategy while the control group will not be given treatment with a story face. Finally, both classes are given a post-test to find out whether there is a difference before and after treatment using the story face strategy towards students' reading comprehension.

Population in this study was tenth grade students of SMAN 2 Bangkinang Kota for the 2022/2023 academic year. The sample is 28 students of class X MIA 5 as an experimental class or class taught using story face strategy and 28 students of class X MIA 3 as a control class or class taught using text only. The total sample in this study was 56 students. In this study, the researcher used a reading comprehension test as a research instrument. Tests were given in the form of pre-test and post-test to the class group, namely the experimental group and the control group. The form of the test given is multiple choice.

The researcher was collect the students' work and assess the students' abilities using a reading comprehension sheet that is adjusted to the reading comprehension indicators. Then, the researcher was calculate the total score obtained by the students and divide it by the maximum score, then multiplied by one hundred until the final score is known from the results of the students' reading comprehension test. Does the

story face strategy affect the students' reading comprehension or not. The data in this study were analyzed using statistical methods. First, the data is analyzed from the classroom's observation. Second, the researcher used the scores obtained by both groups, namely the experimental group and the control group in the posttest as research data. The data was analyzed using t-test to determine the results of the study.

3. FINDINGS AND DISCUSSION

Findings

The implementation of the research was conducted on July 28th,2022 to August 04th,2022 in students of X MIA during offline class. This study uses two tenth grades, namely class X MIA 3 as a control class using English textbooks as a learning media and X MIA 5 as an experimental class using story face strategy as a learning strategy. The purpose of this study is to see if there is a difference between students who are taught using a story face strategy and students who are taught without using a story face strategy on recount text material in the tenth grade of SMAN 2 Bangkinang Kota. Out of a total of 62 students, 56 were used as a sample in this study; 5 were absent without permission or because they are sick.

There were two offline meetings for this study. The researcher administered a pretest to the students at the initial encounter, followed by a treatment. The researcher administered a post-test to the students at the final meeting.

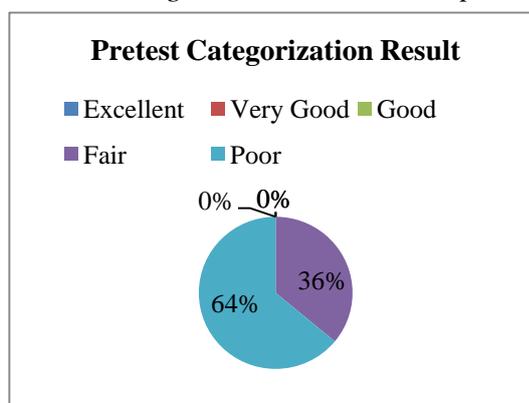
1) The Categorization of Experiment Group's Pretest Scores

Based on the data, out of 28 students, only 2 students got a score of 65 which was the highest score in the class. In contrast, the lowest score was 30 and the student who gets this score is only 1 student. There were 5 students who earned a score of 35. 3 students got a score of 40 and 4 students got a score of 45. There were 5 students who got a score of 50. 5 other students got a score of 55 and 3 students got a score of 60. The students' score data is grouped into several categories.

Table 1: Pretest Categorization Result

Category	Frequency	Percent
Fair	10	36
Poor	18	64
Total	28	100

There were 28 students in the experimental class, 36% or 10 students in the fair category. Meanwhile, as many as 64% or 18 students obtained the poor category.

Figure 1: *Pretest Categorization Result in Experiment Group*

In the pretest, no student got into the good category, very good and excellent category. It means, in the good category, very good and excellent category is 0 student or 0%. Based on the explanation above, it can be concluded that almost all students have low reading comprehension.

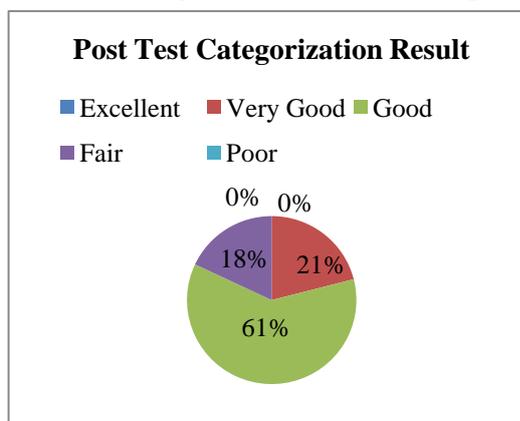
2) The Categorization of Experiment Group's Post Test Scores

The post-test results show that 1 student got a score of 55 which is the lowest score in the class. A total of 4 students got a score of 60. Students who got a score of 65 were 5 students. A total of 6 students got a score of 70 and 6 other students got a score of 75. A total of 3 students got a score of 80. In the experimental class on the post-test score, the highest score was 85, and there were 3 students who got the highest score.

Table 2: *Post Test Categorization Result*

Category	Frequency	Percent
Fair	5	18
Good	17	61
Very Good	6	21
Total	28	100

The results of the post-test showed that of the 28 students in the experimental class, 61% or 17 students got a good category. 21% or 6 students got a very good category. As many as 18% or 5 students get fair category.

Figure 2: *Post Test Categorization Result in Experiment Group*

In the post-test, no student got into the poor category. Based on the explanation above, it can be concluded that the use of the story face strategy has a positive effect towards students' reading comprehension of recount text.

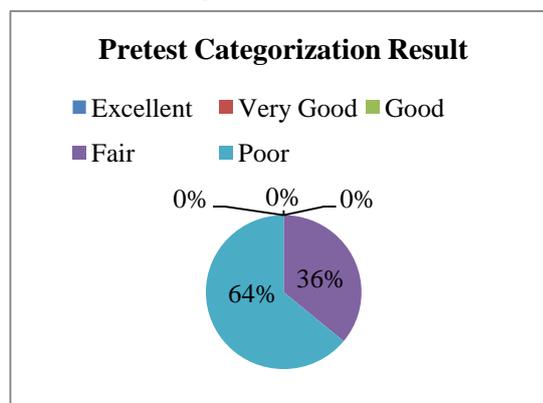
3) The Categorization of Control Group's Pretest Scores

There are 28 students in the control class. 1 student got a score of 30 which was the lowest score in the control class. A total of 6 students got a score of 35, 3 students earned a score of 40, and 3 other students got a score of 45. A total of 6 students got a score of 50 and 5 students got a score of 55. A total of 2 students got a score of 60 and the highest score in the control class on the pretest was 65 and only 2 students earned this score. Based on the data, only 2 students have the highest pretest graph results. A total of 26 other students scored 30-60.

Table 3: *Pretest Categorization Result*

Category	Frequency	Percent
Fair	10	36
Poor	18	64
Total	28	100

The results of the pretest of students in the control class showed that of the 28 students, 64% or 18 students obtained the poor category. Meanwhile, as many as 36% or 10 students obtained a fair category.

Figure 3: *Pretest Categorization Result in Control Group*

In the pretest, no student got into the good category, very good and excellent category. It means, in the good category, very good and excellent category is 0 student or 0%. Based on the explanation above, it can be concluded that the students' reading comprehension is in the poor to fair category.

4) The Categorization of Control Group's Post Test Scores

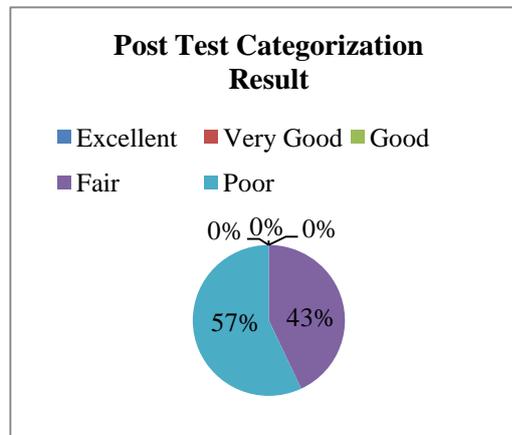
The post-test results show that 1 student got a score of 30 which is the lowest score in the class. A total of 5 students got a score of 35. Students who earned a score of 40 were 2 students. A total of 3 students got a score of 45 and 5 other students got a score of 50. A total of 6 students got a score of 55 and 4 other students got a score of 60. In the post-test control class, the highest score was 65 and there were only 2 students who got this score.

Table 4: *Post Test Categorization Result*

Category	Frequency	Percent
Fair	12	43
Poor	16	57
Total	28	100

The results of the post-test showed that of the 28 students in the control class, 57% or 16 students obtained the poor category. As many as 43% or 12 students got a fair category. In the post-test in the control class, no student got a good to excellent category.

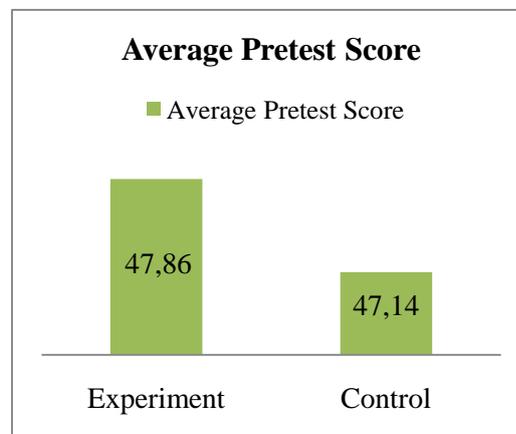
Figure 4: *Post Test Categorization Result in Control Group*



In the post-test, no student got into the good category, very good and excellent category. It means, in the good category, very good and excellent category is 0 student or 0%. Based on the explanation above, it can be concluded that the student's reading comprehension is still in the poor to fair category.

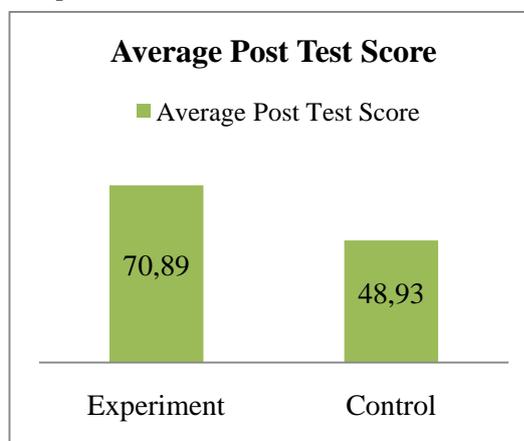
The average student learning outcomes in the experimental class and control class can be seen from the column chart below:

Figure 5: *The Comparison of Average Value the Students' Pretest Score in Experimental Class and Control Class*



The average value of student learning outcomes in the two classes before being given treatment has a slight difference, namely in the experimental class the value of learning outcomes before being given treatment is 47.86 while in the control class the average value of student learning outcomes is 47.14

Figure 6: *The Comparison of Average Value the Students' Post Test Score in Experimental Class and Control Class*



Based on the column table above, it can be seen that there are differences or improvements in student learning outcomes in the experimental class after being given treatment using the story face strategy and the control class using conventional learning or through English textbooks. The experimental class got a higher average score than the control class.

Based on the results of the calculation of the data obtained a significance of $0.001 < 0.05$, so it can be concluded that the hypothesis is accepted. So H_a is that there is an effect of story face strategy towards students' reading comprehension of recount text at tenth-grade of SMAN 2 Bangkinang Kota was accepted.

Discussion

Based on the data that researcher has found above, story face strategy on the students' recount text learning shows that the students have significantly improved their reading comprehension. The average student learning outcomes in the experimental class after being given treatment was 70.89. This value is greater than the average value of student learning outcomes in the control class, which is 48.93 who are taught not to use the story face strategy.

The average value of student learning outcomes in the two classes before being given treatment has a slight difference, namely in the experimental class the value of learning outcomes before being given treatment is 47.86 while in the control class the average value of student learning outcomes is 47.14. However, after being given treatment to the two classes using different strategies where the experimental class used the story face strategy while the control class used conventional teaching media there are significant differences in the average student learning outcomes. In the control class that was taught not to use the story face strategy, it only experienced a slight increase, namely from the pretest which had an average value of 47.14 to 48.93 in the post test. Meanwhile, the experimental class taught using the story face strategy experienced a significant increase from 47.86 in the pretest which was the initial test to 70.89 in the post test after being given treatment using the story face strategy.

Researchers collect data to answer research questions. The explanation of the research question is as follows: What is the effect of story face strategy towards

students' reading comprehension of recount text? This can be explained based on the data obtained from the students' pretest and posttest scores. It is also supported by the fact that the students' reading comprehension scores between before being given treatment and after being given treatment experienced a significant difference. The average reading comprehension score of students before being given treatment was 47.86 and after the implementation of the story face strategy in learning it became 70.89 with a total of 28 students.

Teaching using story face strategies has an effect towards students' reading comprehension. This is supported by the findings of research conducted by Indriyani (2019). Indriyani (2019) found that the use of story face strategies in narrative texts improves students' reading comprehension skills. It can be seen in the results of her research that the t-count value (7.64) is higher than the t-table value (1.67). This study proves that using the story face strategy can improve students' reading comprehension skills in narrative texts. Another study conducted by Suhaimi (2019) also found that there was a change in student learning outcomes in narrative texts after using the story face strategy in reading comprehension. This can be seen from the values of the pre-test and post-test which experienced a significant change. The average score of the students on the pre-test was 69.66 and the average score on the post-test was 90.27, which means that the use of the story face strategy improves students' reading comprehension.

Based on research findings and discussions, it can be concluded that story face strategy has an effect towards students' reading comprehension of recount text.

4. CONCLUSION

There is a significant effect towards students' reading comprehension of recount texts after being given treatment using story face strategy. The highest score of students in the experimental class before being given treatment was 65 and the lowest score was 30. After being given treatment using the story face strategy, the score of students in the experimental class increased to 85 and the lowest score was 55. While the highest score in the control class before being given treatment was 65 and the lowest was 30. After being given treatment using English textbooks only, the highest score was 65 and the lowest score was 30. The average result of student data analysis in the experimental class was 70, 89. Meanwhile, the average result of student data analysis in the control class was 48.93. Students in the experimental class got better grades than students in the control class.

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