

# The Effectiveness of Advance Organizer Learning Approach in Teaching Reading Narrative Text for First Year High School Students

Awab Abdulloh<sup>1,\*</sup>, Rizman Usman<sup>2</sup>

<sup>1,2</sup> Universitas Negeri Malang, Malang, Indonesia

\*Corresponding author. Email: awab.abdulloh.2002128@students.um.ac.id

## ABSTRACT

The purpose of this study is to determine the efficacy of the Advance Organizer Learning Approach in teaching first-year high school students to read narrative text. The study is set up as an experimental study, with the data collected via pretest and posttest while the training material is delivered using Advance Organizer as the exercise. The study will take place at MAN 2 Kediri. The findings of the study revealed a substantial difference between pre- and post-test. According to SPSS, the mean is 24.737, the standard deviation is 24.521, the standard error mean is 3.978, and the t-test result is 6.219 using the SPSS 16.0 version. The 2-tailed sig. shows a value of 0.000. It means that the result is significant at 1% significance level. As a result, it can be concluded that teaching first-year students of MAN 2 Kediri to read narrative material using Advance Organizer is effective. The findings of this study suggested that the teacher is using the most appropriate strategy for teaching reading. The information of this study can be used to provide a recommendation to the future researcher.

**Keywords:** Advance Organizer, Teaching Reading, Narrative Text.

## 1. INTRODUCTION

Reading is the act of extracting information from a written text. The goal of reading a passage is usually to grasp the thoughts of the author. Reading is more than just deciphering the meaning of the printed words. It necessitates the ability to recognize words visually. The readers put their interpretations into practice based on what they've read and understood. According to the Basic Course Outline of English (BCOE) (2002), reading is the most important language skill in the English learning and learning process among the four language abilities (listening, speaking, reading, and writing). Simply put, readers who do not have strong reading skills in a second language will not be able to perform at the levels required to excel in reading. As a result, reading is not a passive but an active process in which the reader engages in continuous engagement with the text. Reading also necessitates a constant state of guessing, predicting, checking, and comprehending.

Narrative text, according to Roberta L. Sejnost and Sharon M. Thiese (2020), is any sort of writing that tells a story about a set of events, and encompasses both

fiction (novels, short stories, poems) and nonfiction (documentaries) (memoirs, biographies, news stories). Both narrate stories with innovative vocabulary and emotional expression, frequently employing imagery, metaphors, and symbolism. Because stories are used for a variety of objectives, students should understand how narrative texts work and how to read them. The purpose of narrative text is to entertain, to gain and hold the interest of a reader; however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. In addition, stories are used by speakers, salesmen, and politicians to persuade us to embrace or reject an idea. To understand the structure of the narrative and avoid irritation when reading, students must first study the purposes and methods of narration. Students could follow the story arc more easily and make accurate predictions about what will happen if they understand the narrative elements. Furthermore, comprehending these parts improves higher-order cognitive abilities. Complications in a story, for example, are tied to cause and effect, and understanding the motivations of characters can lead to analysis.

Overall, the narrative text is distinct because the authors connect themes that they aim to portray about how individuals act and what they think. These concepts, or themes, are often universal in nature and connect to the reader's personal experiences.

The Advance Organizer is a learning approach that guides students through the process of compiling a learning material by assisting them with knowledge, ideas, skills, attitudes, and ways of thinking so that they may see the meaning of the material. The principle of Advance Organizers aids in the effective teaching and learning process. It is an effective instructional approach for teaching language, and it is utilized in this study to teach students how to read narrative texts.

Ausubel's (2000) Advance Organizer Assumption Theory is strongly linked to schema theory. He also talks about how a student uses prior knowledge of items and events to understand concepts presented in new material and then recalls that information, as well as the importance of schema theory in relation to students' comprehension and memory. According to this notion, teachers can apply this strategy in the classroom in teaching reading to improve students' skill and giving the material by useful technique and make students' easily to remember the material in reading narrative text. As a result of the foregoing, the researcher is interested in doing study on "The Effectiveness of an Advance Organizer Learning Approach in Teaching Reading Narrative Text to First-Year High School Students."

The goal of this study can be recognized based on the foregoing background: (1) To describe the students' skill in reading comprehension of narrative text prior to being taught utilizing the Advance Organizer learning technique of the first year's students, (2) To characterize the reading comprehension proficiency of the first-year high school in understanding narrative text after being taught utilizing the Advance Organizer learning approach, (3) To find out whether there is any significant differences before and after using Advance Organizer learning approach in learning reading narrative text of the first year students of high school, (4) To see whether teaching first-year high school students to read narrative texts using an Advance Organizer learning approach is effective.

## **2. REVIEW OF RELATED LITERATURE**

Reading is a process of identifying written or printed text to comprehend its meaning. Nuttal (2005) said that This meaning is what so called as message that may include of facts, entertainments, ideas, or feelings such us from family, letters, news, and so forth Uruquhart and Weir (1988) also said that the meaning here as an information encoded in a language by the printed text.

According to McCormick (1987) reading Although skill is frequently thought of as passive or receptive, it entails active processing of information based on the prior knowledge of the readers. To make sense of the text, they use and relate their experience and understanding of the language system, literacy rules, and their basic assumptions about the world, in addition to finding meanings and collecting information. As a result, readers develop their own interpretation of the text, whether they recognize it or not. Further, it is also interactive in a sense that the readers and reading material are involved. Regarding the term of interactive, Carrel and Eisterhold (1983) propose that the term the existence of a give-and-take interaction between the reader and the writer through the text may be referred to. Reading appears to be the main key as the significant skill that should be the main worry, according to Khoirunnisa and Widodo (2019). Reading practice has a significant impact on the progress of a language learner. Reading is beneficial for language learning, according to Harmer (2007:99): "the more they read, the better they get."

The Indonesian government recognizes the importance of reading as well. They make the decision to incorporate English into the national school curriculum and make it a required subject in schools. Furthermore, reading is assessed on a nationwide level. Because English is not their first language, pupils find it challenging to comprehend what they read in English. As a result, English language proficiency in Indonesian schools remains low. According to the 2015 Program for International Student Assessment (PISA), Indonesian children aged 15 had the lowest basic reading skills among their peers in other nations.

It is common for students to struggle with reading comprehension during their studies, particularly in English reading. In general, students have difficulty understanding the text in reading activities, which can be caused by their vocabulary mastery, motivation to study English texts, English grammatical skills, and so on. Teachers, as facilitators in the classroom, can assist pupils in improving their reading skills. The difficulties of the students in getting information, message, and knowledge in written material can be reduced by using proper technique in teaching and learning activities.

Then, according to Syllabus of Education First (EF) (2018), Indonesia's English proficiency index ranks last among 20 other nations. The average student value in Indonesia is 51.58, ranked 51st out of 88 countries. According to the Syllabus of High School Curriculum 2013 Revised in 2016 for English Learning subject, Indonesian high school students must understand a variety of texts, including descriptive, recount, report, procedure, and narrative texts. When compared to other texts, a Narrative Text is the most entertaining to learn because the text's objective is to entertain the readers.

The structure of the Narrative Text, according to Miller (2007), is problems, acts, resolutions, and solutions. Furthermore, Narrative Text, according to Nadine (2012), informs readers about events that occurred in the past, such as fable, legend, and folktale.

It might be claimed that, in addition to being a fascinating text, Narrative is also a difficult text. When it comes to interpreting narrative text, there are various factors to consider, including text elements, text comprehension, word analysis, and so on. The language features and generic structure of narrative text are more sophisticated than those of other types of text. The prior knowledge of the students, including as grammar, vocabulary, and background knowledge, also has an impact on their reading comprehension.

According to Haris (2010), narrative writing has certain features that students should be aware of. (1) The plot: What's going to happen next? (2) Setting: Where will the story take place? When will the story's action take place? (3) Protagonists and antagonists: Who are the protagonists and antagonists? What does it seem like they're like? (4) Story structure: Where will the story begin? What exactly will the problem be? What is your strategy for resolving the problem? (5) Theme: What is the writer's intention in communicating a message or theme?

Narrative Text has generic structures like as orientation, intricacy, events, resolution, and moral worth. The past tense, time adverbs, time conjunctions, distinct characters, action verbs, and direct speech are all examples of language elements used in narrative writing. The most important thing to remember is that there are several components to the Narrative Text that must be evaluated.

Subsumption theory, as developed by Ausubel (1978), is inextricably tied to schema theory. Anderson (2004) discusses how a student uses prior knowledge of objects and events to understand concepts presented in new material and then recalls that information, as well as the importance of schema theory in relation to student understanding and memory. Normal readers are unaware that these procedures are taking place since they are so natural (Anderson, 2004). Some students may not perceive or interpret specific content differently based on the schemata they have built about that subject since they have little or no prior knowledge of that subject. The presentation of the materials may require either simplification or, in some situations, elaboration to best activate schemata and aid recall. Advance Organizers are an effective way for kids with impairments to activate and develop schema prior to acquiring new material, according to both Bransford and Anderson (2004).

Because it is a framework in the form of an abstraction or a summary of basic concepts about what

is learned, and its relationship with existing material in the cognitive structure of students, using an Advance Organizer as a content framework will be able to improve the ability of the students in obtaining new information. An advance organizer, if properly structured, will make it easier for pupils to acquire new subject matter and make it more meaningful. This is confirmed by the opinion of Abdul Aziz Wahab (2012) which states, "The advance organizer learning model is processing information designed to teach interconnected body content". In principle, the Advance Organizer model is a learning model where students can absorb, digest, and remember learning materials well.

In the reading lesson, especially in reading narrative text, Advance Organizer used to reduce the disabilities of the student in reading narrative comprehension. So, the ability of the students in reading narrative text can be improved. Students can understand the material better because by writing an organizer; outline, from the text they just have read, students can more detail in knowing the structures of the text and the material that have connection with the material. So, from this learning model, the ability of the students in reading text can be improved and gained. And finally, it will be easier for the students to know the type of text they had read and understand it quickly.

### **3. PREVIOUS RESEARCH**

To back up the findings, some earlier studies have been conducted that are similar to this one. "Effects of Historical Simulations as Narrative and Graphic Advance Organizers on Nigerian Junior Secondary School Students' Learning Outcomes in Basic Science," by Adedeji and Folorunso (2013), is the first review. Historical simulations (SIS and SCIS) were found to be very effective in improving the performance of the students in Basic Science, with significant differences in pre- and post-treatment scores for SIS ( $t = 22.85$ ,  $p 0.05$ ) and SCIS ( $t = 14.42$ ,  $p 0.05$ ). The three groups (SIS, SCIS, and CTEM) differed significantly in post-test performance ( $F = 140.59$ ,  $p 0.05$ ), with students taught with SIS and SCIS performing statistically better in post-test than students treated with CTEM. There was no significant change in student attitudes toward Basic Science when SIS and SCIS were used as advance organizers ( $t = 1.53$ ,  $p > 0.05$ ). Furthermore, the data demonstrated that both SIS and SCIS had a significant impact on the abilities of the students in recalling the learning materials, with a significant difference ( $t = 3.34$ ,  $p 0.05$ ) between students exposed to SIS and SCIS as Advance Organizers, with SCIS being the most successful. It was discovered that Advance Organizer techniques like SIS and SCIS might be used to boost students' Basic Science learning and retention while also fostering their interest in the subject.

The second review wrote by Davaei (2012), titled "The Effect of Advance Organizers on Enhancing the Reading Comprehension of Iranian EFL Learners". When subjects' background knowledge on the topic was active before reading the main text, they scored better in the post-test (M=17.06, SD= 2.076) than when their background knowledge was not active before reading the main text (M=13.06, SD= 2.41). At this time t, the first hypothesis (activating background knowledge as a pre-reading task can affect the reading comprehension performance of Iranian EFL students) is accepted.

Then the third review wrote by Aghits (2011), "The Effectiveness of Teaching Reading Narrative Text Using SQ3R (Survey, Question, Read, Recite, and Review) Technique at SMAN 1 Kandat Kabupaten Kediri in Academic Year 2010/2011." (2011). The t-test result is 7,721, with a critical value of 37 for the degree of freedom and a 5% significant level of 2,3 and a 1% significant level of 2,75. It signifies that in the Academic Year 2010/2011, the SQ3R (Survey, Question, Read, Recite, and Review) Technique was effective in teaching reading narrative material at SMAN 1 Kandat Kabupaten Kediri.

Sari (2012) examined "The Effectiveness of Teaching Reading Skill by Using Pre-Questioning Technique at SMAN 4 Kediri Second Grade." The degree of freedom in this study is 40, and the t-test result is 51, 09, with a 1% significant level of 2, 71 and a 5% significant level of 2, 02. It is well-known that 2, 02 51, 09 > 2, 71. According to the data, using pre-questioning at SMAN 4 Kediri second-year students improves instruction significantly, or in other words, it is effective.

**4. METHOD**

The effectiveness of teaching reading narrative text using the Advance organizer learning strategy was investigated utilizing a quantitative research method with a one-group pre-test and post-test design. The kids of class X 7 at MAN 2 Kediri, which consists of 38 students, 12 boys and 26 girls, are the subject of study. The writer employed test, pre-test, and post-test as instruments to collect data. The pre-test was completed during the first meeting, and the post-test was completed at the last meeting. This study is experimental and quantitative in nature. The researcher utilized descriptive statistics and the SPSS 16.0 tool to analyse the data. Pre- and post-test data were obtained. There are 20 multiple choice tests in the pre-test item. There were some steps of doing the pre-test for the students; (1) Introduction and opening class, (2) Giving an explanation about the purpose of the researcher to do the research in the class, (3) Distributing the paper test and giving explanation how to do it, (4) Letting the students to do the test in 45 minutes, (5) After the pupils have completed the test, collect the paper test, (6) Bringing

the class to a close. The goal of the pre-test is to determine the pupils' reading abilities before teaching them using the Advance Organizer for first-year high school students. Following the data collection process, the researcher assigns scores and computes them to determine whether the Advance organizer is helpful in teaching first-year high school students to read narrative text.

**5. FINDINGS AND DISCUSSION**

The frequency is the number of times such scores appear in the computation of SPSS 16.0 program. The table displays the overall number of cases or frequency. The table also shows the range of scores in variables X1 (Pre-Test) and X2 (Post-Test). There are a total of 38 case numbers (N). It signifies there are 38 students in the experimental class. There are eleven different sorts of scores in the sample, ranging from the lowest to the greatest, indicating that the score is varied.

The significant difference in the reading ability of the students in Narrative Text before and after being taught using the Advance Organizer Learning Approach as the technique for learning reading text could be computed after determining the descriptive analyses of two variables. In the t-test form, the results of data analyses Pre-Test and Post-Test computation of the value with SPSS are used. The researcher discovers the following results after calculated the data with SPSS:

**Table 1.** Descriptive Statistics

		<b>Pre-Test</b>	<b>Post-Test</b>
N	Valid	38	38
	Missing	0	0
Mean		65.00	89.74
Std. Error of Mean		2.502	2.626
Median		72.50	95.00
Mode		80	100
Std. Deviation		15.422	16.189
Range		40	50
Minimum		40	50
Maximum		80	100
Sum		2470	3410

From the table above, it can be seen that there are some differences score between before and after giving the treatments for the students. The mean score of pre-test is 65.00 while in the post-test is 89.74. Then, the median in pre-test is 72.50 and in the post-test is 95.00, the mode in the pre-test is 80 while in the post-test is 100. The standard deviation of pre-test is 15.422 while in the post-test is 16.189, the minimum score of pre-tests is 40 the maximum is 80, while in the post-test the minimum and maximum score are: 50 and 100.

After knowing the descriptive statistic of the variable, it can serve the categorization of each variable of the pre-test and the post-test. This is the table of categorization of pre-test and post-test:

**Table 2.** The Categorization Score of Pre-Test & Post-Test

No	Value	Category	Frequency		Percentage	
			Pre	Post	Pre	Post
1	81-100	Very Good	0	30	0%	79%
2	61-80	Good	22	2	58%	5%
3	41-60	Fair	12	6	31.5%	16%
4	21-40	Bad	4	0	10.5%	0%
5	0-20	Very Bad	0	0	0%	0%
<b>Total</b>			<b>38</b>		<b>100%</b>	

The disparities in the score of the students in pre-and post-test can be noticed in the table above. In pre-test, the frequency of the students in the category “Very Good” of the value ranged 81-100 there is 0 or 0%, while in the post-test the frequency of the students who got “Very Good” score is increased by 30 or 79%. Then, in the “Good” category of the value ranged 61-80 in pre-test are 22 or 58% students, in the post-test the number of the students are increased by 2 or 5% students. Furthermore, the number of the students who got the marks ranged in 41-60 or “Fair” category are 12 or 31.5% in the pre-test, while in the post-test the number are increased by 6 or 16%. The last category is “Bad”, there are 4 students or 10.5% in the pre-test, while in the post-test the number is decreased, there is zero or 0% students in this category. Those mean that the text reading skill of the students are increased after doing the treatment by using Advance Organizer.

The significant difference in the ability of the students in reading narrative text before and after being taught using the Advance Organizer Learning Approach as the technique for learning reading text could be computed after determining the descriptive analyses of two variables. The results of data analyses of Pre-Test and Post-Test computation of the value with SPSS table are utilized in the t-test form as follows:

**Table 3.** Statistic Significant Difference of the Reading Ability of the Students before and after being taught by Using Advance Organizer Learning Approach

Data		Pre-Test	Post-Test
N	Valid	38	38
	Missing	0	0
Mean		65.00	89.74
Std. Error of Mean		2.502	2.626
Median		72.50	95.00
Mode		80	100

Data	Pre-Test	Post-Test	
Std. Deviation	15.422	16.189	
Variance	237.838	262.091	
Range	40	50	
Minimum	40	50	
Maximum	80	100	
Sum	2470	3410	
Percentiles	5	40.00	50.00
	20	49.00	80.00
	25	50.00	90.00

As indicated in the table above, there are distinctions between Pre-Test and Post-Test. The mean before the test is 65, and the mean after the test is 89.74. The median score before the test was 72.50, while the score after the test was 95. Pre-Test mode is set to 80, while Post-Test mode is set to 100. The Pre-Test standard deviation is 15.422, whereas the Post-Test standard deviation is 16.189. Then the minimum Pre-Test value is 40, while the minimum Post-Test value is 50. Pre-Test has a maximum value of 80, and Post-Test has a maximum value of 100. The Pre-Test value for percentile 5 is 40, and the Post-Test value is 50. In percentile 20, the Pre-Test score is 49, whereas the Post-Test value is 80. The Pre-Test value is 50, and the Post-Test value is 90 in percentile 25.

The purpose of employing data analysis is to see if there is a substantial difference in the reading abilities of the students before and after being taught using the Advance Organizer Learning Approach. The data in this scenario comes from the following computation of descriptive statistics:

**Table 4.** Table of One-Sample Statistics

Data	N	Mean	Std. Deviation	Std. Error Mean
<b>PRE</b>	38	65.00	15.422	2.502
<b>POST</b>	38	89.74	16.189	2.626

The result of Number of Case (N) of Pre-Test is 38 students, as shown in the table above. The mean is 65.00, the standard deviation is 15.422, and the standard error mean is 2.502. While the number of students in each case (N) for the post-test is the same, the number of students in each case (N) is the same. The mean, standard deviation, and standard error mean are all 89.74, 16.189, and 2.626, respectively. Using SPSS 16.0, one sample from the Pre and Post-Test score was discovered for the other calculations. The results are shown in the table below:

**Table 5.** Table of One-Sample Test

Test Value = 0						
Result	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>PRE</b>	25.982	37	.000	65.000	59.93	70.07
<b>POST</b>	34.169	37	.000	89.737	84.42	95.06

According to the table above, the value of “t” in the Pre-Test is 25.982, the degree of freedom is 37, and the

**Table 6.** Table of Paired Samples Test

Paired Differences							t	df	Sig.(2-tailed)
Result	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	<b>PRE POST</b>	-24.737	24.521	3.978	-32.797	-16.677	-6.219	37	.000

It is possible to state that the grade of the students is improved after receiving the exercise. The mean is -24.737, the standard deviation is 24.521, the standard error mean is 3.978, the 95 percent confidence interval for the difference between the lower and upper values is -32.797 and -16.677, and the t-test result is -6.219 using SPSS 16.0. There are significant differences before and after using the Advance organizer because the t test is more powerful than the t table.

After realizing the significant difference, the researcher recognized the value of teaching reading narrative text using Advance Organizer. To determine the standard value in the table, the degree of freedom must be known (df).  $N - 1 = 38 - 1 = 37$  is how it is written. According to the formula, the degree of freedom of this study is 37. Because the t-table does not have a standard degree for the score 37, the nearest standard degree must be used is 35. The value of the 2-tailed sig. is 0.000. It indicates that the result is significant at the 1% level of significance. It suggests that using Advance Organizer to master reading narrative text has made a big difference for first-year students in MAN 2 Kediri. As a result, it can be concluded that teaching first-year students of MAN 2 Kediri to read narrative material using Advance Organizer is effective.

Students are not passive subjects in the learning process if they are actively involved in the learning process by using Advance Organizers such as charts, pictures, and photos, as well as Venn diagrams. As a result, these findings add to the body of knowledge about strategies for improving the reading achievements of the students in narrative texts. In this study, the usage

mean difference is 65.000; the 95 percent Confidence Interval of the Difference from the lower is 59.93, and the higher is 70.07. The value of “t” is 34.169 in the Pre-Test, the degree of freedom is 37, the mean difference is 89.737, and the 95 percent confidence interval for the difference between the lower and upper is 84.42 and 95.06.

The following calculation is for determining the “t test”. The following is a table of “t tests” that illustrate the effectiveness of teaching reading narrative material using an Advance organizer:

of Advance Organizers allowed the students to be more active cognitively, resulting in higher proficiency in reading Narrative texts. The findings support Gall’s (2013) claim that traditional teaching approaches cause learners to lose interest in learning because they are passive, whereas those taught with Advance Organizers are active participants and knowledge constructors. Advance Organizers, according to Herron, Harley, and Steven (2011), assist students learn to construct their own knowledge and become active participants in their learning. This means that, when compared to traditional teaching approaches, using advance organizers improves achievement in reading Narrative text.

An example or image that directs the learner to relevant prior experience and points forward to new content is required by advance organizers. In terms of learning, advance organizers serve three primary goals. First, they direct the learner’s attention to the most significant aspects of the upcoming lesson. Second, they draw attention to connections between ideas, and third, they remind students of crucial information they already know (Joyce & Weil, 2004). This means that Advance Organizers pique kids’ interest in learning. This curiosity encourages students to focus in order to grasp each and every detail, allowing them to link the numerous ideas in the lesson and improve comprehension. This is in line with Muiruri (2016), who claims that when appropriately employed, Advance Organizers pique the interest of the learners and increase their performances. Furthermore, this new knowledge is connected to the prior knowledge of the students, which was already triggered by the Advance Organizers utilized at the start of the course (Ausubel,

1960). The prior knowledge serves as a foundation for the new information, allowing for a better understanding of the concepts. This is in line with Crowell's (2013) assertion that Advance Organizers assist students connect past knowledge to new information, track information, and reflect on the lesson. Advance Organizers, according to Hill & Fylnn (2013), stimulate prior knowledge as well as students' curiosity and interest in the lesson, resulting in more meaningful learning. If meaningful learning takes place, learners will have a sufficient command of the English language to comprehend Narrative texts in both spoken and written form.

It is in line with Davaei's (2012) assertion that using an advance organizer to activate background information as a pre-reading exercise can affect the reading comprehension ability of the students. As a result, by following the procedures, students can improve their reading skills and make it easier for them to recall text information in reading lessons.

## 6. CONCLUSION AND SUGGESTION

The researcher would want to give some conclusions based on the difficulty of the study. They are as follows: (1) prior to being taught with the Advance organizer, the reading ability of the pupils in narrative material was fair. The mean of the pretest score of the students was 65.00, which was in the range of 61-80, which may be classified as a Decent score, indicating that the reading ability of the kids is at a good level. (2) After being taught using the Advance Organizer, the reading skills of the students in narrative text are at a good level. The mean posttest score for students was 89.74, and it was in the range of 81-100, which is a Very Good score, indicating that the reading ability of the kids is very good. (3) There was a significant difference in reading abilities of the children in narrative content before and after being taught using Advance Organizer in the first-grade students of MAN 2 Kediri. The mean scores before and after the test are 65.00 and 89.74, respectively, with a significant difference of 24.74. (4) Using the Advance Organizer learning technique to teach reading narrative text to MAN 2 Kediri first-year students is beneficial. The fact that the 2-tailed implies 0.000 proves it. It denotes that the result is statistically significant at the 1% level of significance.

Based on the research that has been done, the researcher wants to give some suggestions. Those are (1) Teacher, the result of the research also has benefit to give a new input in technique of teaching process for the teachers, especially in teaching reading text. So, the technique in learning can be varied and make the class more live and not monotone (2) Students, can more active, creative, attractive, and easier to remember the material in reading text to make their skill in reading text can be improvement. (3) Future researcher, the

results of this study should hopefully inspire future researchers to do better than this study. This research may also provide fresh information and references for future research of a similar nature, as well as help to improve the research to make it completer and more effective.

## REFERENCES

- [1] Adentuji, Akem Adedeji, Bamidele, E. F., Awodele, B. A. (2013). Effects of Historical Simulations as Narrative and Graphic Advance Organizers on Nigerian Junior Secondary School Students'. MCSER-CEMAS-Sapienza University of Rome: Mediterranean Journal of Social Sciences.
- [2] Aghits. (2011). The Effectiveness of Teaching Reading Narrative Text by Using SQ3R (Survey, Question, Read, Recite, and Review) Technique at SMAN 1 Kandat Kabupaten Kediri in Academic Year 2010/2011). Unpublished Thesis: Uniska.
- [3] Ausubel, D.P., Novak, J.D., & Hanesian, H. 1978. Educational psychology: A cognitive view (2nd Ed.). New York: Holt, Rinehart, and Winston.
- [4] Carrel, Patricia L, J.Devine, and D. Eisterhold Eskey.1988. Interactive Approach to Second Language Learning. Cambridge: Cambridge University Press.
- [5] Davaei, Rezvan. (2012). The Effect of Advance Organizers on Enhancing the Reading Comprehension of Iranian EFL Learners. Islamic Azad University, Shahreza Branch, Isfahan, Iran.
- [6] Depdikbud, Kurikulum (2004). GBPP SMU, Jakarta: Depdikbud 2004.
- [7] Dubin, F. and Eskey, D. E. and Grabbe, W. 1986. Teaching Second Language Reading For Academic Purposes. California: Edison-Wesley Publishing Company.
- [8] Roberta L. Sejnost and Sharon M. Thiese. 2020. LD online. <http://www.ldonline.org/article/39884/>
- [9] Khoirunnisa, Widodo. (2019). TELL: Teaching of English Language and Literature Journal Vol. 7, No 2, September 2019, DOI <http://dx.doi.org/10.30651/tell.v7i2.344>. Universitas Muhammadiyah Malang, Indonesia.
- [10] <https://silabus.org/silabus-sma-kurikulum-2013-revisi-2016-bahasa-inggris/>
- [11] Eva Nurchurifiani. (2018), The Influence of Story Pyramid Strategy Towards students' Reading Ability of Narrative Text. English Education: Jurnal Tadris Bahasa Inggris pISSN 2086-

6003 | eISSN 2580-1449 Vol 11 (1), 2018, 22-34.  
STKIP PGRI Bandar Lampung.

- [12] HyeJin Hwang. (2019). The Role of Science Domain Knowledge and Reading Motivation in Predicting Informational and Narrative Reading Comprehension in L1 and L2: An International Study. *Journal homepage: [www.elsevier.com/locate/lindif](http://www.elsevier.com/locate/lindif); Learning and Individual Differences 76 (2019) 101782. . <https://doi.org/10.1016/j.lindif.2019.101782>.*