


# Note-Taking Strategy for EFL Students' Listening Comprehension of Narrative Text

 <https://doi.org/10.31004/jele.v10i6.1718>

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## ABSTRACT

This study examines the impact of note-taking strategy on EFL senior high school students' listening comprehension of narrative texts. Employing a pre-experimental pretest-posttest design, the research involved 14 students from SMA Al-Fattah Singosari as the participants. As the intervention, the participants were taught how to take notes while they are listening to narrative text. The important points which they had to write while listening to narrative text were characters, conflicts, and ending. Then, they were treated to taking note while listening to other narrative audio. The results indicated a significant improvement in listening comprehension scores following the note-taking intervention, with the pretest mean score of 61.86 increasing to 73.21 in the posttest ( $t = 6.817$ ,  $p < 0.01$ ). These findings suggest that note-taking had significant effect for enhancing listening comprehension of narrative texts. Future research should explore alternative designs with larger participant groups for more in-depth analysis.

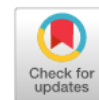
**Keywords:** *Note-Taking, EFL Students, Listening Comprehension, Narrative Text*

### Article History:

Received 28<sup>th</sup> November 2025

Accepted 24<sup>th</sup> December 2025

Published 25<sup>th</sup> December 2025



## INTRODUCTION

Narrative text is one of listening competences which must be accomplished by senior high school students in Indonesia based on syllabus of K13 curriculum which states that competences which should be accomplished by students is to comprehend the meaning of short functional texts and monologues in the form of narrative, spoof, and hortatory exposition item in the context of daily life activity.

Many EFL learners get difficulties to catch the deep information when they have to listen English narrative text. It can be caused by their unfamiliarity of English language or its accent. They need a solution to face these difficulties, note-taking strategy was chosen in this study to be a treatment for the students because it is believed as a good strategy to comprehend the listening materials. According to Mokobombang, Sambow, Badu (2024), note-taking strategy is crucial for students to understand the meaning of the audio they are listening to. Kilickaya and Karadas (2009) argued that some of the researchers agreed that note-taking can facilitate learners to remember the content of listening text.

The previous researchers who had already conducted the research of the note-taking strategy on listening comprehension are Mokobombang, Sambow, Badu (2024), Hayati and Jalilifar (2009), and Boran and Yi (2012). Mokobombang, Sambow, and Badu (2024) conducted survey research about students' perception on the use of note-taking strategy in listening academic purposes. They found that the students have a good perception of the use of note-taking strategy in listening subjects. Hayati and Jalilifar (2009) conducted the listening test into three groups of participants that the general results supported a clear link between note-taking

strategy and listening comprehension ability. Equally, analysis of data collected by Boran and Yi (2012) confirmed that note-taking strategy used by EFL students did facilitate their listening comprehension.

The problem which comes in this era is senior high school students' incapability to find appropriate strategy to face listening comprehension of narrative text, so that the purpose of this present study was to prove whether note-taking strategy has significant effect to help EFL senior high school students to get better score of listening comprehension of narrative text.

The literature which was used in this study are definition of listening, definition of note-taking strategy, definition of narrative text, characteristics of narrative text, structure of narrative text, and types of narrative text.

Listening is a process of receiving information which can be kept in mind or shared to other people. Kilickaya and Karadas (2009) defined listening as the process of receiving an acoustic signal, which is then transformed into meaningful utterances. Listening also can be seen as a process which involves more than mere hearing of sounds and noises, but including identifying, understanding and interpreting the spoken languages (Harrowth, 1966 as cited in Asemota, 2015).

Taking notes is an action to gather some important information which can be kept in mind or share to other people. Pialot, Olive, and Kellogg (2005 as cited in Murakami, 2014) defined note-taking as a collection of information retrieved from single or multiple sources to maintain memory and to help us carry out events and activities. For more specific, note-taking is seen as the rapid transcription of information by using few condensing techniques, such as shortened words and substitution symbols, for the creation of an external memory whose only importance will be its later use (Boch & Piolat, 2005).

Narrative text is a kind of text or story which can be an actual or fake story. It aims to amuse or inform the audiences. Narrative as a story is clearly stated by Dymock (2007) who argued that narrative is more than simple lists of sentences or ideas because this text generally tells what happened, who did what to whom and why. Beside to amuse or inform the audience, narrative texts deal with some problems and try to find the resolutions. Such Saputro (2013) claimed that narratives deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

Narrative text has some characteristics which its main characteristic is oriented to personality (Iranmanesh, 2012). Other characteristics are having narrator, educational themes, indirect messages, narrative structure and being written in form of myths, story, tale, play or drama. In addition, narrator is a person who wishes to make some impressions which are conveyed to the readers or listeners (Karolina, 2006).

Narrative text also has a structure which is having some chronologies that must be in order from the beginning until the end. This idea is supported by Sarwo (2013) who said that narrative texts tell stories in chronological order. According to Anderson (1997 as cited in Karolina, 2006), chronologies in narrative text are orientation, complication, climax, resolution, and reorientation.

Types of narrative text are humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels, and adventure. Furthermore, some of those types can be combined in one story. Such Alberti (2014) said that there can be combination within each of these types. For example, a romance novel could include crime and mystery.

Overall, this study comes for answering the research question which was "Do the second-year students of SMA Al-Fattah Singosari achieve better score of listening comprehension of narrative text after being treated by note-taking strategy?" Thus, the researcher hypothesized ( $H_1$ ) that "The second-year students of SMA Al-Fattah Singosari achieve better score of listening comprehension of narrative text after being treated by note-taking strategy." On the other hand, the null hypothesis ( $H_0$ ) was "The second-year students of SMA Al-Fattah Singosari do not achieve better score of listening comprehension of narrative text after being treated by note-taking strategy."

## METHOD

This study used pre-experimental design because this research investigated cause and effect relationship between note-taking strategy and students' listening comprehension of narrative text.

### Respondents

The population of this study was all second-year students of SMA Al-Fattah Singosari which consisted of 45 students whereas the sample was class XI Science of SMA Al-Fattah Singosari which consisted of 14 students. SMA Al-Fattah Singosari only have two classes of second-year students which were XI Social and XI Science. So that, the authors randomly chose Class XI Social to tried out the instrument in order to get the validity and reliability. Besides, the Class XI Science was chosen as the sample of this study.

### Instruments

The instrument which was used in this study was tests consisted of pretest and posttest. In the pretest, the students listened fable narrative texts and then answered 12 multiple choice's questions based on the recordings. As well as pretest, posttest was also listening to narrative texts which topic was fiction and followed by 12 multiple choice's questions.

The tests were made based on the material of narrative texts given in the class. Pretest questions were different from posttest questions. They were made to cover all the indicator of content validity. Moreover, the tests were tried out first to class XI-IPS-1 of SMA Al-Fattah Singosari in order to measure the validity and reliability of the tests.

This present study used content validity because it measured the content of listening skill or knowledge of the students. Here are the steps to get the validity of the tests. (1) The researcher asked the teacher about narrative text material which is taught in the second-year students of SMA Al-Fattah Singosari. (2) The researcher made the tests based on the material of narrative text which was appropriate to the second-year students of senior high school. (3) The researcher consulted the instrument items to the teacher and revised some items based on the addition and suggestion from the teacher. (4) The researcher consulted the tests to a lecturer who teach listening in private university in Malang. Then, the lecturer suggested that the tests should fulfill the criteria of listening comprehension which the researcher wanted to measure. In this case, the researcher made the test items based on the criteria which are listed in table of content validity of the test below.

Table 1. Content Validity of the Pretest and Posttest

| No.   | Listening Standards   | Pretest             |                     | Posttest               |                     |
|-------|---|---------------------|---------------------|------------------------|---------------------|
|       |   | Number of questions | Amount of questions | Number of questions    | Amount of questions |
| 1.    | Knowledge of word meanings or synonyms                      | 1, 10               | 2                   | 10                     | 1                   |
| 2.    | Knowledge of the idea explicitly stated                     | 2, 3, 4, 5, 7, 8, 9 | 7                   | 1, 2, 3, 4, 6, 7, 8, 9 | 8                   |
| 3.    | Knowledge of the characters and characteristics of the text | 6, 11               | 2                   | 5, 11                  | 2                   |
| 4.    | Knowledge of the ending of the text                         | 12                  | 1                   | 12                     | 1                   |
| Total |   |                     | 12                  |                        | 12                  |

After that, the instruments were tested to class XI-IPS-1. After being tested, validity of these tests was measured by correl function of microsoft excel. The item of the tests will be valid if result  $r$  is higher than 0.3 (Arikunto, 2012). At last, the researcher revised the invalid item and consulted the results to the expert which is a lecturer in a private university in Malang.

The results of validity of the pretest showed that there were 11 valid items as their results were higher than 0.3. They were questions number 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Yet, there was found one item which needs to be revised because its result was 0.23. This item was question number 2. On the other hand, the results of validity of the posttest showed that all questions of posttest were included into valid items because their results were higher than 0.3. Moreover,

the average of validity in pretest and posttest which were 0.5055 and 0.519 both reached moderate validity.

For the reliability, the researchers used internal consistency method because the tests were tested only one time. To measure the internal consistency method, these tests used Kuder Richardson 21 formula (KR-21) as Arikunto (2012) stated that reliability of multiple choices questions, which score per item are 1 for correct answer and 0 for incorrect answer, is measured by KR-21 formula.

$$KR-21 = \frac{K}{K-1} \left( 1 - \frac{m(K-m)}{K(s^2)} \right)$$

Where:

K = number of items

m = mean of the test scores

s<sup>2</sup> = standard deviation square / variance total

Here are some steps to get the reliable tests for this research instrument. (a) First of all, the researcher took the valid and revised items which were already known from validity measurement. (b) After that, the researcher calculated the reliability based on KR-21 formula. (c) To know the level of reliability, the result was determined based on the classification of correlation coefficient by Mistar (2007). The criteria are in the following table.

Table 3.2. Index of Correlation Coefficient

| Index of correlation coefficient            | Level of Reliability                |
|---|-------------------------------------|
| Higher than 0.80 ( $r \geq 0.80$ )          | Very high (very strong) reliability |
| Between 0.60 and 0.80 ( $0.60 < r < 0.80$ ) | High (strong) reliability           |
| Between 0.40 and 0.60 ( $0.40 < r < 0.60$ ) | Moderate reliability                |
| Between 0.20 and 0.40 ( $0.20 < r < 0.40$ ) | Low (weak) reliability              |
| Lower than 0.20 ( $r < 0.20$ )              | Very low (very weak) reliability    |

(Mistar, 2007)

Then, the researcher gained the level of reliability of this instrument. Finally, the instrument will be claimed as a good test if it gains at least moderate reliability level.

The reliability of pretest showed that the reliability result was 0.7957. It indicated that pretest gained high reliability. Moreover, the reliability of posttest reached the result of 0.74665 which indicated that posttest also gained high reliability. Overall, this instrument obtained moderate validity and high reliability.

### Procedures

After getting good instrument for pretest and posttest, the researcher came to the sample class of this study which was XI-IPA of SMA Al-Fattah Singosari to start the research. There were three steps of procedure of data collection in this research which were pretest, treatment, and posttest.

To collect the data, the researcher gave pretest for the students in the first meeting. The pretest was carried out to determine the students' ability on listening comprehension of narrative text before giving any treatment. The audio of pretest was played two times then the students can start to answer the questions. The students were given twenty five minutes for doing the test. This timing was adapted from listening standard on national examination of senior high school students which played two times and each question needs more or less 1,75 minutes.

As the treatment, the students were introduced about narrative text. It is included the purpose, the structure, and the chronologies of narrative text. Then, the students were introduced about note-taking strategy. The students were taught how to take notes especially while they are listening to narrative text. The important points which the students have to write when listening to narrative text were characters, conflicts, and ending. The researcher played other narrative text audio to treat the students with their note-taking strategy. After that, the students were divided into several groups and discussed their notes with their group members. Then, each group presented their result of discussion to the whole class. These treatments were conducted in three meetings.



After the treatment done, the students were given posttest in the last meeting. The posttest aimed to measure whether the second-year students of SMA Al-Fattah Singosari achieve better listening comprehension of narrative text after doing note-taking treatment. Same as the pretest, the audio of posttest was played two times before the students started to answer the questions. The time for doing the posttest was also twenty five minutes.

### Data Analysis

The technique of data analysis in this study used dependent t-test formula because this research dealt with only one group of subjects. In analyzing the data, the researcher used scores of pretests and posttest by using Paired Sample Test of SPSS (Statistical Package for the Social Sciences) 20 Version to find out whether the second-year students of SMA Al-Fattah Singosari achieve better listening comprehension of narrative text after being treated by note-taking strategy.

## FINDINGS AND DISCUSSIONS

### Findings

Based on the data in the pretest, the highest score of XI-IPA students' listening comprehension of narrative text is 83, while the lowest score is 42. From 14 participants, the mean score which is found was 61.86. Moreover, the distribution of students' pretest scores were 1 student got the lowest score which was 42. Then, there were 4 students who got score of 50, whereas the score of 58 were gained by 3 students. Score of 67 was reached by only 1 student, but there are 4 students who got 75 score. At last, the highest score of pretest which is 83 was gained by 1 student.

On the other hand, after conducting the treatment, the students showed better score of listening comprehension of narrative text which the highest score was 92, while the lowest score was 58. The mean score which they reached was 73.21. The distribution of their posttest scores was no student who got the score of 100, yet there were 3 students who got the lowest score which is 58. The score of 67 were gained by 4 students, then the scores of 75 were gained by 2 students. Besides, there were 3 students who got the score of 83. At last, the highest score of posttest which is 92 were reached by 2 students.

The data analysis of the study was computed by SPSS 20 Version. Because of the design of the study is pre-experimental design, the researcher used dependent t-test or called paired sample t-test to analyze both pretest and posttest data. In addition, pretest scores here were the scores of students' listening comprehension of narrative text without note-taking strategy, while posttest scores were the students' scores with note-taking strategy

Table 1. Paired Samples Statistics

|        |          | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|----------|-------|----|----------------|-----------------|
| Pair 1 | Posttest | 73.21 | 14 | 11.924         | 3.187           |
|        | Pretest  | 61.86 | 14 | 12.907         | 3.450           |

Table above shows the mean score of posttest and pretest of XI-IPA students. The mean score of posttest which was done by using note-taking strategy reached the mean score of 73.21. On the contrary, the mean score of pretest was 61.86. It means that students got better score after being treated by note-taking strategy because the mean score when the students take notes was higher than the mean score when they were not taking notes.

Table 2. Paired Samples Test

|        |                       | Paired Differences |                   |                       |   |        | t     | df | Sig.<br>(2-tailed) |
|--------|-----------------------|--------------------|-------------------|-----------------------|---|--------|-------|----|--------------------|
|        |                       | Mean               | Std.<br>Deviation | Std.<br>Error<br>Mean | 95% Confidence<br>Interval of the<br>Difference |        |       |    |                    |
|        |                       |                    |                   |                       | Lower   | Upper  |       |    |                    |
| Pair 1 | Posttest -<br>Pretest | 11.357             | 6.234             | 1.666                 | 7.758   | 14.957 | 6.817 | 13 | .000012            |

The paired samples t-test above shows the result of mean difference, t-value, and significance of this present study. The table 4.4 shows mean difference of posttest and pretest

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was 11.357 which means that the posttest score is higher than pretest score. The t-value of this study was 6.817 which was higher than t-table which is 2.819 in point of 0.01. It also shows that sig. (2-tailed) value is .000012 ( $p$  value = 0.000012 < 0.01). It indicates that  $H_1$  is accepted whereas  $H_0$  is rejected which means that there is significant effect of note-taking strategy on students' listening comprehension of narrative text because t-value is higher than t-table and  $p$  value is less than 0.01. It means that note-taking strategy is significantly effective to help the students to get better score of listening comprehension of narrative text. The result of this study indicates that the scores of pretest and posttest were significantly different because the posttest mean score was higher than pretest mean score. The scores of students' listening comprehension of narrative text became higher after using note-taking treatment than those in the pretest. It was proven by the accepted  $H_1$  and rejected  $H_0$  which  $H_1$  stated that second year students of SMA Al-Fattah Singosari achieve better scores of listening comprehensions of narrative text after being treated by note-taking strategy. It means that after being taught by note-taking strategy, the students had better listening achievement than before. The researcher realized that note-taking strategy is helpful for the students to increase their listening comprehension of narrative text scores.

### Discussions

The result that the researcher got from this present study is similar with the research conducted by Hayati and Jalilifar (2009) which prove that there is a clear relationship between note-taking strategy and listening comprehension. Although Hayati and Jalilifar divided their participants as own style note takers, Cornell note takers, and non-note takers, the achievement of both note taking styles were better than non-note takers. It means whatever the style, note taking strategy is useful to increase participants' achievements of listening comprehension than without taking notes. For example, Cornell method is very systematic and organized notes, so it is beneficial for listeners in the future when they need to recall the materials that they have learn. Besides, when the listeners take some notes based on their own style, they can develop what they need from the listening material and do not have to organize it formally. They can make it as simple as they understand. These ways are better to do than the people who are not taking notes. When the listeners are not taking notes, they cannot save the knowledge in a longer time. In other words, note-taking strategy is more useful to increase listeners' achievement of listening comprehension.

The equal research result which was conducted by Boran and Yi (2012) showed that note-taking strategy did facilitate the subjects' test performance on listening comprehension. It is because note-taking involves four skills which are listening, cognitive processing, recording passage in written form, and reviewing information. It means taking notes gives the learners the opportunity to reorganize and further develop their personal interpretation from the materials. It was proven by the t-test value which was 0.034 and the questionnaire results that 91% participants agreed that note-taking was effective to facilitate their listening comprehension.

Furthermore, the result of this present study which is note-taking strategy has significant effect on students' listening comprehension of narrative text was supported by both earlier studies because the second grade students of SMA Al-Fattah Singosari were benefited significantly by taking notes on the process of listening comprehension. This happens because note-taking strategy helps the students to process the input better from the listening narrative text. It could be denied that writing some notes such a main point, place, characters, and characteristics of the narrative text is also a way to memorize it well since people could absorb the important information from writing it.

The result of this study is in line with Wax (2015) who stated that writing things down appears to help people remember the important stuff. Wax explained it from the neuropsychology side, the brain is divided into several regions that process different kinds of information such as visual, auditory, emotions, verbal communication, etc. When people listen to something, the part of brain that handles listening and language is engaged. This passes some information on to their memory, but is not very attached to their minds. On the other hand, when people take notes, they create a relation between what they listen to and their

brain as they are writing it. So, the information was directly recorded in their minds (Wax, 2015).

In addition, taking notes could help the listeners to be more focus to listen the audio. When the listeners are only hearing the materials, they sometimes lose their focus and could not absorb the main point of the listening materials. It different from the listeners who take notes while they are listen to something. They could pay attention more to the material since they have to write down its main point. It is supported by Brito (2015) who argued that note-taking can increase students' attention to the audio and its content. Finally, EFL students can use note-taking as a strategy in listening subject to be more understand and comprehend the information that was heard. They can improve their listening skills and reduce their difficulties in listening subject (Mokobombang, et. al., 2024).

## CONCLUSIONS

From the results in previous chapter, the result of posttest which the participants did by taking notes achieve significantly higher mean score than the pretest mean score. In addition, the mean score of pretest was 61.86 yet the mean score of posttest was 73.21. Moreover, the paired sample test showed that t-value was higher than t-table ( $6.817 > 2.819$ ), while sig. (2-tailed) value was .000012 which was less than 0.01. It indicates that note-taking strategy has significant effect on students' listening comprehension of narrative text. In other words, it can be concluded that note taking strategy can effectively help the students to get better scores on listening comprehension of narrative text. There were three significances of the study which were for the teacher of English learning, for the students, and for the future researchers. For the teacher, this study aimed to give a reference to develop teaching learning process especially in listening skill by applying note-taking strategy. Then for the students, this study expected to give the easy way for them to get the point of narrative text in their listening. Finally for the future researchers, the result of the study expected to be a reference for doing a such research about listening using note-taking strategy. This present study used pre-experimental design which only conducted to one group of the sample. In order to gain deeper analysis, the researcher suggests future researchers to use true or quasi experimental designs in which the experimental and control groups are separated. The experimental group can be taught by using note-taking strategy, while the control group taught by using conventional method as the comparison. The future researchers also have to develop the instrument by adding more questions since the instrument of this study had lack accuracy because it was only consisted of 12 questions each test. Moreover, this study may not be very accurate because of limited classroom meetings which was conducted only 3 times. Future researchers may conduct more meetings for the treatment so that the students' performances can be accurately shown on their scores.

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